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ABSTRACT

This final report formulates objectives for literary instruction of a type suitable for inclusion in a central standard curriculum for the Swedish Comprehensive School and a coordination of curricular objectives with instructional procedures and evaluation methods. Based on results of questionnaires sent to literature methods teachers, literary scholars, authors of children's books, children's librarians, and cultural experts, a taxonomic approach to the study is developed which concentrates on goal descriptions and the objectives of instruction. A sample questionnaire with selective comments by recipients and an extensive list of figures and tables are included. (RL)

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The LIGRU Project

Göte Klingberg — Bengt Ågren

EXPERT OPINIONS ON THE USE OF LITERATURE IN THE SWEDISH COMPREHENSIVE SCHOOL

A Taxonomic Approach to Requirement Analysis

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A Taxonomic Approach to Requirement Analysis

The goals of the LIGRU Project are to formulate objectives for literary instruction of a type suitable for inclusion in a central standard curriculum for the Swedish Comprehensive School and a co-ordination of curricular objectives with instructional procedures and evaluation methods. Both these tasks are dependent on which objectives can be regarded as important. A requirement analysis has been carried out using fixed statements in the form of goal descriptions.

Department of Educational Research
Gothenburg School of Education
May, 1972

NOTE

LIGRU is short for "Litteraturläsning i grundskolan", i.e. the reading of literature in the comprehensive school (the Swedish compulsory nine-year school for pupils between 7 and 16 years of age).

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SUMMARY

The ultimate goals of the LIGRU Project are to formulate objectives for literary instruction of a type suitable for inclusion in a central standard curriculum for the Swedish Comprehensive School and to co-ordinate such curricular objectives with instructional procedures and evaluation methods. Both these tasks are dependent on which objectives can be regarded as important. It must obviously be useful to know something of current opinions. A requirement analysis was therefore entered into the design of the project. (Chapter 2.)

A requirement analysis may be carried out with open questions as well as with fixed statements. The choice between these two methods is discussed. We thought a questionnaire with fixed statements the most advantageous. The statements were formulated as goal descriptions, i.e. as behaviours of the pupils. The answers of the recipients were to be stated in a 6-point scale. The statements were collected through our previous goal document analysis but supplemented with the help of the taxonomic scheme devised in the course of the project. This taxonomic scheme was also used in the goal document analysis. In this way the questionnaire is a result of a taxonomic approach. (Chapter 3.)

The outer form of the questionnaire and the introduction are accounted for. The suitable level of generality of the goal descriptions in a questionnaire of this type is discussed. We have chosen what we call the second level of generality, i.e. goal descriptions where content and behaviour are explicitly stated though different procedures comprising specific matter and teaching aids are still allowed for. One reason for this is that we think that the goal descriptions in a central standard curriculum should belong to this level. The choice of goal descriptions in the questionnaire is further accounted for. The questionnaire had two sections, one dealing with teaching about and in the art form termed literature, the other dealing with teaching where literature is a means to another kind of end. In the first section we listed 38 goal descriptions, in the second 72. The latter were divided among the four goal areas (in the classification scheme), where we, in the goal document analysis, had registered most goal descriptions, viz. the areas of goals of mental hygiene, of ethical-social goals, of language-oriented goals, and of society-oriented goals. For each goal area we selected three content areas that together were to represent the goal area. (Chapter 4.)

Although it can be maintained that all members of society ought to have an opinion of what should be done at the compulsory school, it can be argued that only persons qualified in a certain way are capable of giving useful answers to an inquiry of this kind. The "experts" were defined as persons who had been occupied with the development of literary education in the comprehensive school, and/or whose attention had been directed towards improvement and progress and who were looking into the future. Such persons we thought could be found among the following groups: lecturers in methods of teaching literature, literary scholars, authors of children's books, children's librarians, and protagonists in the more general field of cultural debate. As Sweden is a small country we tried to reach all members of the groups, which for this reason were defined according to certain catalogues. In all 831 persons received the questionnaire. 512 (61.6 %) answered in some way. However, there are 60 (7.2 %) answers which could not be used. Another 130 (15.6 %) questionnaires were returned incomplete. Completely filled in were 322 (38.7 %). The results accounted for are founded on 452 (54.4 %) questionnaires, the separate items being answered by from 418 to 452 recipients. We have taken the different expert groups together as we are not looking for differences between the groups.

There seem to be different reasons for not answering. Some have abstained from answering on principle, for example, finding the method of formulating explicit goal descriptions preposterous. In spite of this or because of it they may be experts in our sense. On the other hand it is to be supposed that some may have answered without being an expert in this sense, for example, seeing the answering as an official responsibility. Since it is not possible for us to give all the reasons for not answering, or to judge the competence of those who have in fact answered, we are attempting nothing else than to report the answers from those who have actually filled in the questionnnaire. For the purpose of our investigation we have to define the expert group as consisting of these persons. (Chapter 5.)

The answers to Section I of the questionnaire, the goal descriptions representing the teaching about and in the art form termed literature, are accounted for in a table giving the 38 goal descriptions

in order of rank. The goal descriptions are further divided into seven content groups. The median of the order of rank is then taken as a dividing line between more or less valued objectives. The goal descriptions placed in the upper and the lower halves are compared. We find a fairly consistent tendency which could be expressed as a manifestation to emphasize the literary response rather than the literary work. (Chapter 6.)

In Section II of the questionnaire, dealing with objectives where literature is not the object of behaviour but a means to another kind of end, we had asked for an assessment of not only the importance of the objectives, but also of the usefulness of literature as a means of reaching these objectives. Since we are occupied with the use of literature, we have in four tables given the goal descriptions of the four goal areas in order of rank regarding the usefulness of literature as a means of reaching the objectives. We must, however, also take into consideration how important the recipients thought the objectives were. Taking the medians in the two orders of rank (covering all items in Section II) as dividing lines, we have listed the goal descriptions belonging to the upper half regarding both the usefulness of literature as a means of reaching the objectives and the importance of the objectives. This procedure means a rigorous sorting out of objectives, but the remaining 23 should be ones which the expert group has regarded as important objectives of the Comprehensive School, and ones for which literature is thought to be a first-rate means. (Chapter 7.)

In our concluding remarks we have pointed out that there is no real fore-runner to this requirement analysis and that it is therefore reasonable to accpet that it has its shortcomings. Nevertheless, there seem to be clear tendencies in the answers, and we are suggesting that the results should be taken into due consideration when discussing the drawing up of a future, central standard curriculum for the Swedish Comprehensive School. Our interpretation of the answers to the questionnaire is expressed using a model for a standard curriculum that we are suggesting, i.e. where the aims of instruction are listed as goal descriptions in explicit terms. The effect of such a list of objectives in a central standard curriculum is a general control of instruction. Such objectives (on what we call the second level of generality) must, of course, be broken down to the third level when

one becomes concerned with instruction in the classroom or with constructing or choosing educational materials. The important thing is that one knows which objectives should be broken down to the lower level. We are not presenting the given list of objectives as our proposal for the wording of a Swedish central standard curriculum for the Comprehensive School. The list is an expression only of the results of the requirement analysis. It can, however, be a starting-point for a future writing of a curriculum. It can be discussed anew, it can be enlarged and it can be treated from a logical viewpoint. Lastly, the tendency found in Section I of the questionnaire to stress the reception of the literary work by the consumer rather than the literary work itself, is related to the concept of "reading for experience" in the present Swedish Comprehensive School Curriculum. "Reading for experience" is interpreted as a method where the goals are emotional and conative. These two behavioural types are shown to have a prominent place in the answers of the recipients in both sections of the questionnnaire. (Chapter 8.)

The questionnaire (in Swedish) is reproduced. (Appendix A.) It is also presented in an English translation. In this connection are given: the identification numbers of the goal descriptions, the numbers of recipients who have answered the separate questions, the behavioural types of the goal descriptions, and a rough graphic representation of the means. (Appendix B.)

Although we did not ask the recipients to comment on the investigation, not a few have given their spontaneous opinions on blank space in the questionnaire or in separate letters. Some take a positive attitude, but of greater interest are the negative comments. These spontaneous remarks are exemplified and commented on. (Appendix C.)

2 THE PLACE OF THE REQUIREMENT ANALYSIS IN THE DESIGN OF THE LIGRU PROJECT

The purpose of the LIGRU Project is to test the extent to which a systematic analysis of objectives, procedures and evaluation can benefit the teaching of literature in the Swedish Comprehensive School. The design is presented in Figure 1.

Items (7) and (8) comprise the ultimate goals: a formulation of objectives suitable for inclusion in a central standard curriculum, and a co-ordination of curricular objectives with instructional procedures and evaluation methods.

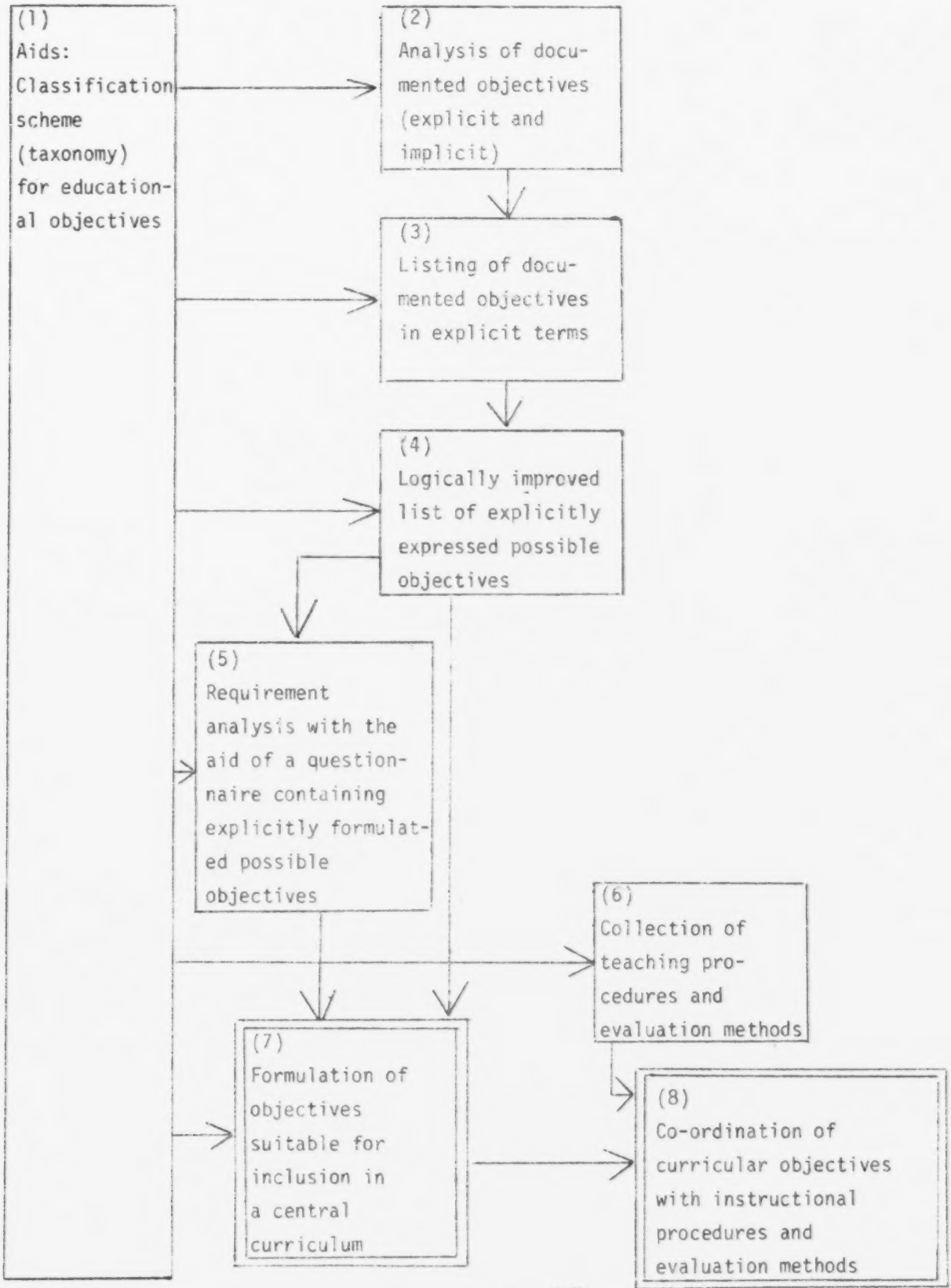
Work on the development of a list of explicitly defined objectives suitable for inclusion in a central standard curriculum has been based on an analysis of documented objectives from various quarters, both explicit and implicit, regarding the use of literature at school (2), a list of these objectives then being made in explicit terms (3). The sources consisted of curricula, teachers' manuals and articles, 79 in all, from 12 countries. Altogether the review of the sources has resulted in the formulation of 1.161 (to some extent identical) goal descriptions. After the goal descriptions had been formulated, they were classified in terms of content and types of behaviour. This classification provided an overall picture of the material and placed the goal descriptions in logical groups. As an aid to this classfication, use has been made of a classification scheme (taxonomy) devised in the course of the project (1).

An additional grouping was made on the basis of more specific forms of behaviour associated with more specific content. Each such group was given a brief heading.

This collection and grouping of goal descriptions has been described in a report (in two parts) from the project:
Göte Klingberg and Bengt Agren: Objectives Stated for the Use of Literature at School. An Empirical Analysis. Part I. Part II: Appendices. Department of Educational Research, Gothenburg School of Education: Research Bulletin No. 8, No. 9. May 1971.

The taxonomy was presented in an earlier report in this series:
Göte Klingberg: A Scheme for the Classification of Educational Objectives. Research Bulletin No. 5. November 1970.

Figure 1. The design of the LIGRU Project


(1)
Aids:
Classification scheme (taxonomy) for educational objectives
(2)
Analysis of documented objectives (explicit and implicit)
(3)
Listing of documented objectives in explicit terms
(4)
Logically improved list of explicitly expressed possible objectives
(5)
Requirement analysis with the aid of a questionnaire containing explicitly formulated possible objectives
(6)
Collection of teaching procedures and evaluation methods
(7)
Formulation of objectives suitable for inclusion in a central curriculum
(8)
Co-ordination of curricular objectives with instructional procedures and evaluation methods

In the published list of documented objectives the goal descriptions are dependent on the phrasing in the source. Consequently, the formulations do not always fulfil the demands which educational research makes of a goal description. This means that there is room for improvement of the formulations. It is also possible to add to the empirically compiled list of objectives. In this way we achieve a logically improved list of explicitly expressed possible objectives (4). However, this list is a mere working material, as the final object of the goal analysis is the formulation of objectives suitable for inclusion in a central curriculum (7). In constructing a list of such objectives we have to make some decisions as to what is important and what is not. It is also obvious that the work under (8), the co-ordination of curricular objectives with procedures and evaluation methods, must be concentrated on such objectives that can be regarded as fairly important.

We thus reach a stage where an element of subjectiveness appears. The question arises if the members of the project are the persons who ought to decide what is important. Obviously, it must be useful to know something of current opinions. We are faced with the desirability of a requirement analysis. Such an analysis is also entered in the design (5).

In Figure 1 the requirement analysis is proposed to be carried out with the aid of a questionnaire containing explicitly formulated objectives. It was thought possible to construct the questionnaire partly on the basis of the logical analysis of collected goal descriptions (4), and partly with the aid of the system offered by the classification scheme (1).

3 HOW TO CARRY OUT A REQUIREMENT ANALYSIS. THE TAXONOMIC APPROACH

A requirement analysis may be carried out with open questions. In our case we could have asked: "Which objectives do you think should be laid down for the teaching of literature in the Comprehensive School?", or, "... for the use of literature...?", or, "... for the teaching about and in the art form termed literature and for teaching with the aid of literature...?" The answers to such questions are goal documents. They have to be treated in the same way as we have treated the 79 sources referred to above, that is, be coded in categories.

Another method is to use a questionnaire with fixed statements, the importance of which the recipients have to decide. Three different problems arise in this case:

a) How should the statements be formulated?

b) In what way should the recipients state the importance of the objectives?

c) From where should the statements be collected?

a) Statements are often given as accounts of what the teacher does in school ("knowledge of... should be imparted to the pupils", "to create understanding for..."). In a sense it could be said that it is the content of instruction that is presented. Also simple listings of items of content are used. Another way is to formulate terminal behaviour of the pupils.

b) To the question of how the recipients should state the importance of formulated objectives there are at least three answers:

1) To choose some of the objectives.

2) To state the order of rank.

3) To use a point scale. Obviously, the order of rank is not so easy to employ when there is a large number of items. 5- and 6-point scales seem to be used most.

c) The sources of the statements are often goal documents of a standard curriculum type. Goal document analyses using a number of handbooks or the educational literature are also met with. Sometimes, the investigators have constructed the statements themselves, perhaps in co-operation with one or more advisory groups.

We preferred fixed statements to open questions. The advantages of fixed statements are:

1) The answers can be expected to be freer from general declarations. "The answers of the experts become more reliable and in general also freer from ideology, the more precise the list of objects (Gegenstände) and qualifications (Qualifikationen) is... Such a list put before the experts invites a rationalization and specification of their statements and limits the occurrence of rationally unfounded and loose general declarations" (Robinsohn 1971, 49).

2) It is possible to get answers to specific issues which otherwise would perhaps not be brought up in all spontaneous answers.

3) It is easier to treat the answers quantitatively.

There is of course the possibility of combining the two methods, giving an open question as well as fixed statements. However, it would here be a question of two separate investigations, since the outcomes cannot be treated in the same way. Obviously, they could throw light on each other. But it seems inadvisable to put an open question in a questionnaire with fixed statements. The existence of formulated goals may influence the answer to the open question. The method should thus be first to put the open question, collect the answers, and then send a questionnaire with fixed statements. We have not tried this duplication.

(It may be pointed out here that it is an entirely different matter if the recipients of a questionnaire with fixed statements should have the opportunity at will to express their difficulties, for example, their uncertainty as to the meaning of the statements, or to express their views on the questionnaire in its entirety. We did not give this opportunity, which we now regret. As will be seen in Appendix C, not a few have written their opinions on blank space or in separate letters. It is, however, to be noted that giving a special space for comments does not imply that the open-question method of requirement analysis is introduced. There is no way of knowing how many of the recipients will write something or which topics they will choose.)

The three problems involved in constructing a questionnaire with fixed statements referred to above were solved in the following way:

1) The statements were formulated as goal descriptions in the same way as in our goal document analysis, i.e. as behaviour of the pupils.

2) The importance of the objectives was to be stated in a 6-point scale.

3) The statements were collected through our previous goal document analysis but supplemented with the help of our taxonomic scheme.

The reason for the procedure under 3 was to meet the difficulty that important problems may be overlooked using a method with fixed statements. It seems possible to reduce this difficulty through basing the questionnaire on a goal document analysis where a large number of sources have been examined. A further guarantee is the questionnaire being constructed with the help of a taxonomic system warranting that different types of goals are being observed. Both these pre-requisites were established in our previous work. Our taxonomic scheme (reproduced in Figure 2) was used in the goal document analysis, too. In this way the questionnaire is a result of a taxonomic approach.

Figure 2. Scheme for the classification of educational objectives
(Klingberg 1970, 59; Klingberg and Agren 1971, 27)

GOAL AREAS (Content)	ASPECTS (behaviour)						
	Aspect not specified	Reproduction	Higher cognition	Emotion	Conation	Creativity	Function
Aesthetic goals	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Ethical-social goals	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Language-oriented goals	(30)	(31)	(32)	(33)	(34)	(35)	(36)
Logic-oriented goals	(40)	(41)	(42)	(43)	(44)	(45)	(46)
Manual goals	(50)	(51)	(52)	(53)	(54)	(55)	(56)
Mathematics-oriented goals	(60)	(61)	(62)	(63)	(64)	(65)	(66)
Goals of mental hygiene	(70)	(71)	(72)	(73)	(74)	(75)	(76)
Nature- and technology-oriented goals	(80)	(81)	(82)	(83)	(84)	(85)	(86)
Goals of physical training and health	(90)	(91)	(92)	(93)	(94)	(95)	(96)
Society-oriented goals	(100)	(101)	(102)	(103)	(104)	(105)	(106)
Work-oriented goals	(110)	(111)	(112)	(113)	(114)	(115)	(116)
Goal area not specified	(0)	(01)	(02)	(03)	(04)	(05)	(06)

4 THE CONSTRUCTION OF THE QUESTIONNAIRE

4.1 The outer form

As a model for the outer form of the questionnaire we have used the "form for evaluating general education programs in terms of behavioral outcomes" constructed by French and Associates (1957, 218-229). 99 goal descriptions are listed here and one is invited to state in a 6-point scale: 1) how important the goal in question is, and 2) how satisfactory an effort the high school is making. Example:

How important is it?		How satisfactory an effort is the high school making?
High Low		Low High
5 4 3 2 1 0	Practises basic democratic values	0 1 2 3 4 5

In a similar way we also wanted to ask two things (that is, in Section II, see below), how important a certain objective is, and how useful literature is as a means of reaching this objective. We could thus also use both margins, although we introduced the same low-high direction in both cases.

Our questionnaire was divided into two sections. Behind this lies our earlier distinction between the aesthetic goals (defined as goals relating to art, in this case mainly the art of literature) and goals other than the aesthetic ones where literature plays an instrumental role (Klingberg and Ågren 1971, 217). In accordance with this, the teaching of literature can be defined in two ways, as 1) teaching about and in the art form termed literature (Section I), and 2) teaching with the aid of literature (Section II). In the former case the objectives consist of pupil behaviour directly relating to literature as art (e.g. "names a number of authors", "interprets the message of works of literature"). In the latter case the art of literature is a means to another kind of end (e.g. "endeavours to understand himself", "uses words correctly").

In the first section of the questionnaire it seemed sufficient to ask the recipients to assess the relative importance of the objectives as one could take it for granted that literature is useful when instructing in literature. In the second section there were two questions, however. Those asked were invited to state not only the importance of the objectives, but also how useful they considered literature to be as a means of achieving these objectives. One could, for example, obviously find it important that the pupils feel a certain affinity with other people without meaning that literature is a specially good means of reaching this objective.

The objectives of teaching about and in literature seemed more specific than objectives of the type "feels a certain affinity with other people". We therefore asked the recipients to judge the objectives of Section I in relation to each other, while in the question of the objectives of Section II, we requested them to assess how important the goals are in relation to all objectives of the Comprehensive School.

Contrary to French we gave a verbal interpretation of the scale points.

The skeleton of the questionnaire thus looked like this:

Section I

How important are the following objectives in relation to each other in the teaching of literature?

I consider this objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring around the appropriate figure!

0 1 2 3 4 5 (goal description)

Section II

How important are the following objectives in relation to the overall objectives of the comprehensive school?

I consider this objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring around the appropriate figure!

0 1 2 3 4 5 (goal description)

How useful is literature as a means of reaching the following objectives?

I consider literature, as a means of reaching this objective, to be

0 of no use at all
1 of little use
2 moderately useful
3 useful
4 very useful
5 extremely useful

Put a ring around the appropriate figure!

0 1 2 3 4 5

4.2 The level of generality of the chosen goal descriptions

Educational objectives can be expressed in more or less general terms. In a previous report we distinguished between three levels of generality (Klingberg and Ågren 1971, 29-38). On the first level the goal area and the behavioural aspect is given, i.e. the cell of our classification scheme (example: "behaves in a higher cognitive way as regards art", cell 12). On the second level of generality content and behaviour are explicitly stated, though different procedures comprising specific matter and teaching aids are still allowed for (example: "identifies different kinds of figurative language in poetry"). On the third level of generality the objective comprises specific matter and teaching aids (example: "identifies two metaphors after reading the poem X by the author Y").

The first level can be seen as the level of parliament and government, the second as the level of a central standard curriculum (in Sweden the responsibility of the National Board of Education), the third level as the level of the teacher, the teaching staff and the producers of educational material.

In principle we could have used any one of the three levels of generality in constructing a questionnaire with goal descriptions. When we go down to a lower level of generality we are breaking down objectives on the higher level. This breaking down implies greater specification, which could make a case for using goal descriptions on the third level in a requirement analysis questionnaire. If we use a higher level than the third, it can be supposed that many recipients may consider the objectives ill-defined and open to several interpretations, i.e. interpretations in terms of goal descriptions on the third level. On the other hand, the lower the level of generality, the more goal descriptions can be formulated. To cover only the most important cells of the classification scheme with regard to instruction in and with the help of literature, we must use a very great number of items, which also makes the answering difficult.

We have selected the second as the suitable level of generality for the goal descriptions. This is also because we have seen it as a task for the project to construct a list of objectives for literary instruction that could be used in a central standard curriculum. In such a curriculum we think that the goal descriptions should belong to the second level of generality. Our goal document analysis had also, for the most part, collected goal descriptions on that level.

The fact, however, that a lower level of generality requires more goal descriptions to cover a definite, intended sphere, has sometimes caused us to partly go over to the first level, viz. when expressing emotional behaviour. We have formulated the following goal descriptions: "is emotionally involved with the characters and course of events in literary works" (item 8), "is emotionally reached by the message of literary works" (10), "is emotionally involved in the state of affairs in different countries and during different periods" (53), "reacts emotionally to correct and incorrect language" (65), "is emotionally involved in religious, philosophical or political attitudes" (101). In these cases the behavioural part of the goal description is on the first level of generality. The reason for this is the wish to limit the number of items. If we had used the second level, we should have had to specify the emotional behaviour, by referring, for example, to enjoying, disapproving, detesting, feeling responsibility for. It could, of course, have been possible to use some of these verbs, but we thought it appropriate that our word could signify all these behaviours.

4.3 The choice of goal descriptions: Section I

We had first to choose a number of goal descriptions representing the teaching about and in the art form termed literature. The empirical goal document analysis had given a great number of goal descriptions classified as aesthetic goals, where the goals had to be reached through such teaching. All six behavioural types (aspects) of the classification scheme were represented. However, the goal descriptions were so many that they could not all be included in the questionnaire. Nor could all the headings under which the goal descriptions were grouped be represented. We had 24 such headings in the cell of the reproductional, 73 in the cell of the higher cognitive, 22 in the cell of the emotional, 19 in the cell of the conative, 11 in the cell of the creative, and 12 in the cell of the functional aspect.

We tried instead to select a number of goal descriptions bearing in mind, on the one hand, that all behavioural aspects should be represented, and on the other, a logical division of the content. (For the logical content groups see chapter 6.) We then examined the

goal descriptions of our document analysis in order to make sure that nothing essential had been omitted. In this way we got 38 goal descriptions, 8 belonging to the reproductional, 11 to the higher cognitive, 6 to the emotional, 5 to the conative, 4 to the creative, and 4 to the functional behavioural aspect. The relation is roughly the same as in the document analysis.

(Note. The goal descriptions used in the reports from the LIGRU Project always begin with a verb in the third person singular present tense, or, sometimes, in the perfect (the subject "the pupil" being understood). We have made use of the same procedure in the questionnaire. In some cases we tried to avoid possible misunderstandings through inserting a "can", for example, "can list" instead of "lists".)

The selected goal descriptions are given below. They were, to a certain extent, arranged according to content but are listed here under headings stating the behavioural types. For identification purposes they have also been given numbers (also to be found in Appendix B but not in the questionnaire).

The reproductional aspect

1. can list a number of book titles and/or authors
2. can recite poetry by heart or quote passages from literary works
3. can give an account of the content of some literary works
14. can give an account of the main outlines of the development of literature
17. can name different genres
19. can give an account of principles concerning style, composition, rhythm, and figurative language
29. can give an account of the book's progress from the author via the publisher to the bookseller and library
30. can give an account of how to obtain information about literature and how to gain access to literature

The higher cognitive aspect

7. reflects upon the people and course of events in literary works
9. interprets the message of literary works
11. reflects upon the connection between the life and work of the author

13. reflects upon the literary creative process
15. reflects upon the similarities and differences between literary works from different periods
18. classifies a literary work (genres, motifs, etc)
20. observes the stylistic features of literary works (choice of words, sentence structure, figurative language, rhythm)
21. reflects upon the composition of literary works
24. evaluates literature on the basis of criteria laid down by others
25. evaluates literature on the basis of his own criteria
33. reflects upon the importance of literature to man

The emotional aspect

4. derives pleasure from literary works
5. is arrested by the excitement and atmosphere of literary works
8. is emotionally involved with the characters and course of events in literary works
10. is emotionally reached by the message of literary works
22. finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition)
37. finds satisfaction in expressing himself in a literary form

The conative aspect

12. is interested in knowing more about the author
16. takes an interest in the history of literature
23. is interested in the form of literature
26. seeks criteria in order to be able to evaluate literature in a better way
31. looks for literature on his own initiative

The creative aspect

27. creates his own criteria for evaluating literature
34. pictures in his imagination characters and the course of events in literature
35. re-creates his literary experiences through dramatization, painting, composing, etc
36. gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc)

The functional aspect

6. has a positive attitude to literature
28. selects his literature carefully
32. keeps himself informed of what is going on in the literary world
38. is in the habit of consuming literature.

4.4 The choice of goal descriptions: Section II

In the second section of the questionnaire we had to choose goal descriptions representing teaching with the aid of literature, i.e. where the art of literature is a means to another kind of end. In the empirical goal document analysis we had got goal descriptions in all goal areas of the classification scheme with the exception of the area of mathematics-oriented goals. In the area of aesthetic goals there were also a few goal descriptions where the content was not the art of literature (literature was, for example, thought to give understanding of the characteristics of art in general). However, in order to limit the number of items in the questionnaire, we decided to restrict ourselves to the four goal areas in which we had registered most goal descriptions, viz. the areas of goals of mental hygiene, of ethical-social goals, of language-oriented goals, and of society-oriented goals. (Cf Klingberg and Ågren 1971, 187.) Of course, it could also have been of interest to hear opinions on the value of literature for achieving nature- and technology-oriented, work-oriented, logic-oriented goals or goals of physical training and health.

Contrary to the procedure in Section I we chose to construct the same number of goal descriptions for the four goal areas and for the six behavioural aspects. For each goal area we selected three content areas that together were to represent the goal area. For each content area six goal descriptions were constructed representing the six behavioural aspects. Thus we got 18 items representing a goal area and 12 items representing a behavioural aspect.

The content areas selected were the following:

Goals of mental hygiene

His own traits, needs, problems and behaviour
Meaningfulness as opposed to alienation
Identification - projection

Ethical-social goals

The traits, needs, problems and behaviour of other people
Interaction between individuals within such groups as family-units, groups of colleagues
Moral questions

Language-oriented goals

Vocabulary
Grammar
Communication

Society-oriented goals

The state of affairs in different countries and during different periods
Groups of society such as social groups, occupational groups, interest groups, authorities
Religious, philosophical and political attitudes

In selecting these content areas we had our goal document analysis in mind. There were, however, not always goal descriptions representing all behavioural aspects in the case of all twelve content areas. We thus had to supplement our own constructions.

The goal descriptions were the following. The behavioural aspects are given here (in brackets: RE, HC, EM, CO, CR, FU), although they were not given in the questionnaire. (The different aspects were always presented in the same order, however.) The heading of the content area was given in the questionnaire, though not the heading of the goal area. When, for example, one goal description is formulated as "feels a certain affinity with one or several groups of society", the concept of groups of society is explained by the heading "Groups of society such as social groups, occupational groups, interest groups, authorities".

Goals of mental hygiene

His own traits, needs, problems and behaviour

45. (RE) can give an account of the traits, needs, problems and behaviour of man
46. (HC) reflects upon his own traits, needs, problems and behaviour
47. (EM) finds satisfaction in being able to understand himself
48. (CO) endeavours to understand himself
49. (CR) finds a personal solution to his problems
50. (FU) develops his personality according to his capabilities and opportunities

Meaningfulness as opposed to alienation

69. (RE) can give an account of various alternatives one can choose between in life
70. (HC) reflects upon which factors make life meaningful
71. (EM) feels security and a sense of belonging in the world
72. (CO) strives for a meaningful life
73. (CR) finds personal ways of making life meaningful
74. (FU) looks on his life as meaningful

Identification - projection

93. (RE) can give an account of people who have been presented as ideals
94. (HC) finds thoughts and problems in others that he experiences as vital to himself
95. (EM) finds an outlet for his own emotional needs through identifying himself with others
96. (CO) looks for others to identify himself with
97. (CR) creates characters in his imagination to identify himself with
98. (FU) solves his problems with the help of models found in others

Ethical-social goals

The traits, needs, problems and behaviour of other people

57. (RE) can give an account of the traits, needs, problems and behaviour of other people

58. (HC) reflects upon the traits, needs, problems and behaviour of other people
59. (EM) shares the feelings of other people experiencing their needs and problems
60. (CO) takes an interest in the traits, needs, problems and behaviour of other people
61. (CR) finds a personal way of giving adequate help to people with problems
62. (FU) is tolerant, ready to help, and generous

Interaction between individuals within such groups as family-units, groups of colleagues

81. (RE) can give an account of factors important for the relations within different groups
82. (HC) reflects upon factors important for the relations within different groups
83. (EM) feels an affinity with other people
84. (CO) takes an interest in the relations within different groups
85. (CR) finds a way to co-ordinate the relations within groups to which he himself belongs
86. (FU) respects and co-operates with others

Moral questions

105. (RE) can give an account of ethical norms
106. (HC) reflects upon ethical norms
107. (EM) feels a moral commitment
108. (CO) seeks a moral norm
109. (CR) finds his own ways of solving moral problems
110. (FU) acts in accordance with ethical principles

Language-oriented goals

Vocabulary

39. (RE) has a rich vocabulary
40. (HC) reflects upon his and other people's choice of words
41. (EM) finds satisfaction in a correct and varied choice of words
42. (CO) is interested in increasing his vocabulary

43. (CR) forms his own new or compound words
44. (FU) uses words correctly

Grammar

63. (RE) can give an account of grammatical rules
64. (HC) makes observations concerning the rules for the use of language
65. (EM) reacts emotionally to correct and incorrect language
66. (CO) takes pains to speak and write in a grammatically correct way
67. (CR) varies his sentence structure in a personal way
68. (FU) speaks and writes in accordance with grammatical rules

Communication

87. (RE) can give an account of the factors which are of importance for linguistic communication
88. (HC) reflects upon the factors which are of importance for linguistic communication
89. (EM) enjoys being able to communicate with other people
90. (CO) seeks to obtain a knowledge of the factors which are of importance for linguistic communication
91. (CR) finds his own ways of solving problems of linguistic communication
92. (FU) is able to communicate with others

Society-oriented goals

The state of affairs in different countries and during different periods

51. (RE) can give an account of the state of affairs in different countries and during different periods
52. (HC) reflects upon the state of affairs in different countries and during different periods
53. (EM) is emotionally involved in the state of affairs in different countries and during different periods
54. (CO) takes an interest in the state of affairs in different countries and during different periods

55. (CR) contributes ideas that may further the knowledge of different countries and periods
56. (FU) has a global perspective

Groups of society such as social groups, occupational groups, interest groups, authorities

75. (RE) can give an account of groups of society
76. (HC) reflects upon the state of affairs within groups of society
77. (EM) feels a certain affinity with one or several groups of society
78. (CO) is interested in the state of affairs within groups of society
79. (CR) finds solutions which safeguard the interests of groups of society
80. (FU) is a good citizen

Religious, philosophical and political attitudes

99. (RE) can give an account of religious, philosophical or political attitudes
100. (HC) forms an opinion about religious, philosophical or political attitudes
101. (EM) is emotionally involved in religious, philosophical or political attitudes
102. (CO) is interested in religious, philosophical or political attitudes
103. (CR) contributes ideas that may influence religious, philosophical or political attitudes
104. (FU) takes part in religious, philosophical or political activities.

The content areas were arranged so that every fourth area belonged to the same goal area. The first content area was "Vocabulary".

In Section I we thus had 38 goal descriptions and in Section II 72, in all 110 goal descriptions. We did not think that we could use more.

The original questionnaire (in Swedish) is presented as Appendix A. An English translation is given in Appendix B, where the numbers of the goal descriptions used here for identification purposes also are found.

4.5 Introduction

The questionnaire had an introduction which reads as follows:

"The LIGRU Project, one of the research projects of the Swedish National Board of Education, is working on, among other things, the objectives that should be advanced for the instruction in literature in the Comprehensive School. With regard to the choice of objectives, we wish to investigate current opinions as to which are the most important objectives. The following questionnaire is being sent to representatives of certain groups. It is very important for our continued work that all questionnaires sent out be answered. We are therefore hoping for a kind reception.

We define literature as literature with an aesthetic intent (= the art of words). The concept is thus not wholly limited to fictional literature, but specialist literature, textbooks, handbooks and so on, not written with an aesthetic intent, do not belong here. Nor is the concept of literature confined to books, because oral narration, the theatre, films, radio and television may also be literary media. Literary products by the pupils themselves are also to be regarded as literature.

The teaching of literature can be conceived 1) as teaching about and in the art form termed literature (= the art of words), 2) as teaching with the help of literature. In the former case the objectives consist of pupil behaviour directly relating to the art of words (e.g. "names a number of authors", "interprets the message of works of literature"). In the latter case the art of words is a means to another kind of end (e.g. "endeavours to understand himself", "uses words correctly").

In accordance with this grouping the questionnaire is made up of two sections. In the first section the objectives concern the art of words. In this section we want to know how important the mentioned objectives are in relation to each other when instruction is about and in literature. In the second section we want an assessment of how important the objectives are in relation to the overall objectives of the comprehensive school. In the second section we also want an assessment of how useful one has to consider literature to be as a means of achieving these objectives."

The introduction (instruction) was thus fairly short. It was printed on one page, and at the time we thought that this was a good idea. However, some recipients had difficulties in answering the questionnaire as they did not entirely understand the purpose of it. We now think that it may be inadvisable to be too concerned about length when addressing persons qualified in a certain field. They may well be willing to read a lengthy introduction.

5 THE RECIPIENTS OF THE QUESTIONNAIRE: THE DEFINITION OF AN EXPERT

In theory all members of society ought to have opinions on what should be done at school, especially at the compulsory school. On the other hand it can be argued that only persons qualified in a certain way are capable of giving useful answers to an inquiry of this kind. The more detailed the questionnaire, the truer this probably is. The way in which an "expert" is to be defined is debatable, and perhaps it would be better to speak of "qualified persons". But the word expert is established in this connection. Möller (1970, 69-99), for example, speaks of "Expertenvorschauanalysen", i.e. analyses of the experts' outlook on the future. If we use the word expert, however, we have to state our definition.

The following general definition of an expert as the recipient of an "Expertenvorschau" is given by Möller (1970, 79): "An expert is one who has more than the ordinary knowledge in his field, who has been active in this field, and - the most important qualification - has occupied himself with the development of this field... who looks into the future, whose attention is directed towards improvement and progress."

We are willing to accept this definition. With this starting-point we thought it reasonable that the experts with regard to instruction in literature in the comprehensive school could be found among the following groups: lecturers in methods of teaching literature, literary scholars, authors of children's books, children's librarians, and protagonists in the more general field of cultural debate.

Usually the selection of recipients of a questionnaire is made by sampling. However, as Sweden is a small country, the groups in question are fairly small, too. We therefore thought that we should not use a sampling method but instead ask all members of the groups.

The lecturers in methods of teaching literature were for that reason defined as such lecturers at the schools of education and the few remaining teachers' training colleges. Here, there are two kinds of lecturers in methods who may be experts in the field of literary instruction. There are lecturers in methods of teaching the school subject Swedish taught at the senior level of the compulsory school

(school years 7 - 9) as well as at the upper secondary level comprehensive, voluntary school. There are also lecturers in methods used in the junior and middle levels of the comprehensive school (school years 1 - 3, and 4 - 6 resp). These lecturers deal with most subjects. From the school catalogues we got the names and addresses of the lecturers in methods at the institutes of Swedish, in methodology at the junior level and in methodology at the middle leve. In all there were 343 such lecturers.

The literary scholars were defined as being the persons who could be found in the university catalogues teaching at the institutes of literary science, from professors to assistants. In those catalogues are also found some honorary members of the faculties ("docents") who are not actually teaching at the universities. They were also included in the group, which thus consisted of 115 persons.

The authors of children´s books were defined as being the persons who were members of the Association of Authors of Children´s Books according to the association´s catalogue. The group thus consisted of 172 authors.

The children´s librarians were defined in a similar way although we could not use an ordinary catalogue. We could find the members of the Association of Librarians, but there was no way of sorting out the children´s librarians from the others, as there are very few appointments at the Swedish libraries that are explicitly stated to be posts as children´s librarians. With the help of the Library Section of the National Board of Education we got a list of children´s librarians at Swedish public libraries. The Section had made out this list by asking the county libraries. The list was not complete but we succeeded in supplementing it by writing to the libraries not included. Our list was also supplemented by a list of those who attended a conference in Stockholm in 1971: librarians from all over Sweden who wanted to specialize in the scientific literature about children´s literature (there was some overlapping between this list and the other). Altogether 143 librarians got the questionnaire.

As mentioned earlier, protagonists in the more general field of cultural debate could also be regarded as experts in our sense, if they had written and spoken about the future of literary education. To define this group was more difficult, however. The obvious way

would be to examine papers and journals from the last few years, noting when someone had written about this subject or was mentioned in reports of public discussions. But we had made no such systematic examination. The 18 members of the Swedish Academy whose duty it is to concern themselves about the Swedish language were asked, and as to the rest, we used our own knowledge of names. This method of selection was thus fairly subjective, and we were rather reluctant to regard this group as clearly defined. On the other hand, we thought that such intellectual leaders ought to be included, and in the end 58 were asked to answer the questionnaire. (It is to be observed that we did not plan to compare the different groups of recipients with another.)

In all the number of recipients was 831.

The questionnaires were sent out in October-November, 1971. A stamped and addressed envelope was enclosed. After three weeks a reminder was sent. We then gave the recipients the opportunity also to use some of the Christmas vacation and fixed January 15th, 1972 as a time-limit. Only a few answers were received after this day. They were not included in the material.

Up to the time-limit 512 (61.6 %) answered in some way or other. However, among those are 60 (7.2 %) answers which could not be used (such an answer could, for example, consist of a letter expressing a negative attitude). Another 130 (15.6 %) questionnaires were returned incomplete. Completely filled in were 322 (38.7 %) questionnaires.

These figures are given in Table 1 together with detailed figures for the five expert categories.

The reasons for not answering the questionnaire are not so easy to state. In spontaneous comments we find some arguments, however. Some recipients are reported to be ill and even dead. One says that he has got no time for unpaid extra work for the state, another that he is on leave and engaged in public business. There are also several answers expressing opposition in principle to the whole undertaking. (The specific reasons will be dealt with in Appendix C.) Such opposition in principle was also published in the press by one of the recipients during the questioning period. There are some who have referred to this, and it may be that others who have not answered at all were influenced by these articles.

Table 1. Number of questionnaires sent out and answered

	Question-naires sent out N	%	Answers received N	%	(a) Completely filled in N	%	(b) Not complete-ly filled in N	%	Not usable N	%	(a)+(b) N	%
Lecturers in methods of teaching literature	343	41.3	236	68.8	153	44.6	63	18.4	20	5.8	216	63.0
Literary scholars	115	13.8	70	60.9	43	37.4	17	14.8	10	8.7	60	52.2
Authors of children´s books	172	20.7	112	65.1	66	38.4	28	16.3	18	10.5	94	54.7
Children´s librarians	143	17.2	75	52.4	50	35.0	15	10.5	10	7.0	65	45.5
Protagonists in the more general field of cultural debate	58	7.0	19	32.8	10	17.2	7	12.1	2	3.4	17	29.3
Total	831	100.0	512	61.6	322	38.7	130	15.6	60	7.2	452	54.4

Several comments, however, give the reason that the recipients do not regard themselves as experts. "I have never taught in a modern comprehensive school", "I have only worked with the 'orientational subjects' and English", "the undersigned cannot for the time being be regarded as a person who can be expected to reflect actively on the future shape of literary instruction", "I am not at all engaged in literary instruction in the comprehensive school", "I have no insight into or interest in the problems of the questionnaire", etc.

The questionnaire should obviously not have been sent to these persons, since according to our definition the recipient should be a person who had occupied himself with the development of literary education in the Comprehensive School, and/or whose attention had been directed towards improvement and progress and who was looking into the future.

Our groups of recipients are thus only groups in which the experts could be found. But many recipients may in some way or other not be experts in our sense. The lecturers in methods used at the junior and middle levels of the comprehensive school have many school subjects to survey. It is to be supposed that many of them have devoted their time in the first place to other activities than literary instruction. Some lecturers in the school subject Swedish at the senior level may have interested themselves mostly in language teaching of other kinds than teaching literature. The questions of teaching in the comprehensive school has not up to now had a very prominent place in the research and teaching of the institutes of literary science at the universities. Many literary scholars who received the questionnaire may have their main interest, for example, in the history of literature. All authors of children's books and all children's librarians have perhaps not reflected so much on literary education at school. It is not easy to know how much thought was given to this field by the members of the Swedish Academy.

We must acknowledge that recipients who have abstained from answering on principle, finding the method of formulating explicit goal descriptions preposterous, for example, in spite of this or because of it may be real experts in our sense. On the other hand it is to be supposed that some may have answered without being an expert in this sense, for example, if they have seen the answering as an

official responsibility. However, we think it not unreasonable to assume that there are more real experts among those who have answered than among those who have not answered.

Since it is not possible for us to give all the reasons for not answering, or to judge the competence of those who have in fact answered, we are attempting nothing else than to report the answers from those who have actually filled in the questionnaire. For the purpose of our investigation we have to define the expert group as consisting of these persons.

In the treatment of the answers in chapters 6-7 we have taken the different expert groups together because we are not looking for differences between the groups. Since both the number of recipients who got the questionnaire and the number of them who have answered it is not the same in the different groups, one must be aware of the fact that the groups have varying importance for the calculated means, the biggest group being the lecturers in methods of teaching literature, who constitute nearly half of the population. This is quite in order, however, as we are trying to get the answers of the experts and by definition have different numbers of experts in the different groups.

Our drop-out problem lies instead in the questionnaires which were returned incomplete. The drop-out is the drop-out of separate items. The results accounted for in chapters 6-7 are based on 452 questionnaires. Among these are 322 which are completely filled in and 130 which are not. Some goal descriptions have been evaluated by all 452 who have sent in their questionnaires. But in most cases the number of evaluators is somewhat lower. However, in Section I there are only 2 items where more than 10 evaluators have dropped out. The minimum number of evaluators is 438. This drop-out may be regarded as negligible.

In Section II the drop-out is somewhat lower in the case of the importance of the objectives than with regard to the usefulness of literature as a means of reaching these objectives. The highest number of evaluators in the former case is 449 and the lowest 422. In the case of the usefulness of literature the highest number is 441, the lowest 418. Although bigger than in Section I, this drop-out does not seem important. The number of answers to the different items is shown in the tables in chapters 6 and 7 and in Appendix B.

6 THE OBJECTIVES OF INSTRUCTION ABOUT AND IN LITERATURE

The answers of the recipients to Section I and to Section II are treated separately. In this chapter we will consider the answers to Section I, the 38 goal descriptions representing the teaching about and in the art form termed literature.

As was seen in the preceding chapter there are 452 questionnaires filled in more or less completely (322 questionnaires are complete). For each separate goal description, therefore, the number of recipients who have answered just this specific question is given.

For each goal description the arithmetical mean has been calculated. The dispersion is shown by giving the number of markings for each point in the point-scale.

As the question was how important the recipients thought the objectives to be in relation to each other, we will account for the result giving the different goal descriptions in order of rank (Table 2).

Table 2. The 38 goal descriptions of Section I in order of rank

Order of rank	Type of behaviour x/	Goal description (with identification number)	0	1	2	3	4	5	Mean	N
1	EM	(4) derives pleasure from literary works	0	2	6	37	102	302	4.6	449
2	FU	(6) has a positive attitude to literature	0	0	5	51	98	297	4.5	451
3	CO	(31) looks for literature on his own initiative	0	0	4	79	144	224	4.3	451

(continued)

x/ The types of behaviour (according to the classification scheme referred to above) are abbreviated as follows:

RE = reproductional behaviour
HC = higher cognitive behaviour
EM = emotional behaviour
CO = conative behaviour
CR = creative behaviour
FU = functional behaviour

Order of rank	Type of behaviour	Goal description (with identification number)	0	1	2	3	4	5	Mean	N
4	EM	(5) is arrested by the excitement and atmosphere of literary works	0	0	16	90	158	187	4.1	451
4	FU	(38) is in the habit of consuming literature	2	2	24	91	121	207	4.1	447
6	HC	(7) reflects upon the people and course of events in literary works	0	2	28	131	149	142	3.9	452
7	FU	(28) selects his literature carefully	4	11	59	132	127	113	3.6	446
8	EM	(8) is emotionally involved with the characters and course of events in literary works	1	15	53	152	136	95	3.5	452
8	HC	(9) interprets the message of literary works	3	7	69	160	125	88	3.5	452
8	EM	(37) finds satisfaction in expressing himself in a literary form	2	20	60	137	112	115	3.5	446
11	EM	(10) is emotionally reached by the message of literary works	2	22	70	147	132	76	3.4	449
11	RE	(30) can give an account of how to obtain information about literature and how to gain access to literature	6	21	65	149	120	87	3.4	448
11	CR	(36) gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc)	6	24	76	131	109	101	3.4	447

(continued)

Order of rank	Type of behaviour	Goal description (with identification number)	0	1	2	3	4	5	Mean	N
14	HC	(33) reflects upon the importance of literature to man	5	28	72	163	112	72	3.3	452
15	EM	(22) finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition)	7	28	71	165	123	55	3.2	449
15	HC	(25) evaluates literature on the basis of his own criteria	12	27	79	148	111	65	3.2	442
15	FU	(32) keeps himself informed of what is going on in the literary world	5	14	83	177	122	49	3.2	450
18	CO	(26) seeks criteria in order to be able to evaluate literature in a better way	9	38	79	151	104	62	3.1	443
18	CR	(27) creates his own criteria for evaluating literature	17	29	82	146	104	60	3.1	438
20	CR	(35) re-creates his literary experiences through dramatization, painting, composing, etc	13	45	92	121	103	70	3.0	444
21	CR	(34) pictures in his imagination characters and the course of events in literature	17	38	102	151	89	52	2.9	449
22	HC	(20) observes the stylistic features of literary works (choice of words, sentence structure, figurative language, rhythm)	8	43	136	188	53	22	2.7	450
23	CO	(23) is interested in the form of literature	3	56	157	158	55	17	2.6	446

(continued)

Order of rank	Type of behaviour	Goal description (with identification number)	0	1	2	3	4	5	Mean	N
24	CO	(12) is interested in knowing more about the author	18	57	149	151	60	16	2.5	451
24	HC	(15) reflects upon the similarities and differences between literary works from different periods	11	55	150	164	52	19	2.5	451
26	CO	(16) takes an interest in the history of literature	12	73	172	139	39	16	2.4	451
27	RE	(3) can give an account of the content of some literary works	23	85	147	137	43	14	2.3	449
27	HC	(11) reflects upon the connection between the life and work of the author	19	79	160	130	48	16	2.3	452
27	HC	(21) reflects upon the composition of literary works	11	75	174	139	39	11	2.3	449
30	RE	(14) can give an account of the main outlines of the development of literature	28	84	166	120	43	11	2.2	452
31	RE	(17) can name different genres	26	103	177	68	30	6	2.1	450
31	HC	(18) classifies a literary work (genres, motifs, etc)	24	100	178	110	32	5	2.1	449
31	RE	(19) can give an account of principles concerning style, composition, rhythm, and figurative language	22	100	190	103	29	6	2.1	450
34	HC	(13) reflects upon the literary creative process	32	122	148	115	21	13	2.0	451

(continued)

Order of rank	Type of behav-ior	Goal description (with identification number	0	1	2	3	4	5	Mean	N
35	RE	(29) can give an account of the book's progress from the author via the publisher to the bookseller and library	84	146	136	62	18	5	1.6	451
36	RE	(1) can list a number of book titles and/or authors	76	174	133	48	11	7	1.5	449
37	HC	(24) evaluates literature on the basis of criteria laid down by others	121	123	116	66	13	2	1.4	441
38	RE	(2) can recite poetry by heart or quote passages from literary works	99	182	117	37	15	1	1.3	451

In order to analyse the results more closely we bring the goal descriptions into logical groups according to content. The disposition is: 1) The author (Table 3), 2) Literature in society (Table 4), 3) The literary works and their content (Table 5), 4) Basic literary concepts (Table 6), 5) Evaluation of literary works (Table 7), 6) The reception of the literary work by the consumer (Table 8), 7) The pupil's literary creativity (Table 9). The goal descriptions are presented in order of rank, and the median of the order of rank distribution of all 38 objectives of Section I (see the following Comments) is marked.

Table 3. Objectives concerning the author

Type of behaviour	Goal description	Mean
		Median
CO	(12) is interested in knowing more about the author	2.5
CO	(16) takes an interest in the history of literature	2.4
HC	(11) reflects upon the connection between the life and work of the author	2.3
HC	(13) reflects upon the literary creative process	2.0
RE	(1) can list a number of book titles and/or authors	1.5

Table 4. Objectives concerning literature in society

Type of behaviour	Goal description	Mean
RE	(30) can give an account of how to obtain information about literature and how to gain access to literature	3.4
HC	(33) reflects upon the importance of literature to man	3.3
FU	(32) keeps himself informed of what is going on in the literary world	3.2
		Median
RE	(29) can give an account of the book's progress from the author via the publisher to the bookseller and library	1.6

Table 5. Objectives concerning the literary works and their content

Type of behaviour	Goal description	Mean
HC	(7) reflects upon the people and course of events in literary works	3.9
EM	(8) is emotionally involved with the characters and course of events in literary works	3.5
HC	(9) interprets the message of literary works	3.5
EM	(10) is emotionally reached by the message of literary works	3.4
		Median
HC	(15) reflects upon the similarities and differences between literary works from different periods	2.5
CO	(16) takes an interest in the history of literature	2.4
RE	(3) can give an account of the content of some literary works	2.3
RE	(14) can give an account of the main outlines of the development of literature	2.2
RE	(1) can list a number of book titles and/or authors	1.5
RE	(2) can recite poetry by heart or quote passages from literary works	1.3

Table 6. Objectives concerning basic literary concepts

Type of behaviour	Goal descriptions	Mean
EM	(22) finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition)	3.2
		Median
HC	(20) observes the stylistic features of literary works (choice of words, sentence structure, figurative language, rhythm)	2.7
CO	(23) is interested in the form of literature	2.6
HC	(21) reflects upon the composition of literary works	2.3
RE	(17) can name different genres	2.1
HC	(18) classifies a literary work (genres, motifs, etc)	2.1
RE	(19) can give an account of principles concerning style, composition, rhythm, and figurative language	2.1

Table 7. Objectives concerning evaluation of literary works

Type of behaviour	Goal description	Mean
HC	(25) evaluates literature on the basis of his own criteria	3.2
CO	(26) seeks criteria in order to be able to evaluate literature in a better way	3.1
CR	(27) creates his own criteria for evaluating literature	3.1
		Median
HC	(24) evaluates literature on the basis of criteria laid down by others	1.4

Table 8. Objectives concerning the reception of the literary work by the consumer

Type of behaviour	Goal description	Mean
EM	(4) derives pleasure from literary works	4.6
FU	(6) has a positive attitude to literature	4.5
CO	(31) looks for literature on his own initiative	4.3
EM	(5) is arrested by the excitement and atmosphere of literary works	4.1
FU	(38) is in the habit of consuming literature	4.1
FU	(28) selects his literature carefully	3.6

---------- Median

Table 9. Objectives concerning the pupil´s literary creativity

Type of behaviour	Goal description	Mean
EM	(37) finds satisfaction in expressing himself in a literary form	3.5
CR	(36) gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc)	3.4

---------- Median

CR	(35) re-creates his literary experiences through dramatization, painting, composing, etc	3.0
CR	(34) pictures in his imagination characters and the course of events in literature	2.9

Comments:

As is seen from Table 2 the median of the order of rank distribution lies between 3.1 (order of rank 18) and 3.0 (order of rank 20). We will try to analyse the findings taking the median as a dividing line between more or less valued objectives.

Highly valued are the objectives concerning the reception of the literary works by the consumer (Table 8). All are put into the upper half. This result may be a manifestation of an international trend to emphasize the literary response.

We can also interpret Table 7, listing the objectives concerning the evaluation of literary works, in this light. Three of the four objectives are placed in the upper half. These are the objectives that stress that the evaluative criteria be the consumer's own. Number 24 ("evaluates literature on the basis of criteria laid down by others") has, unlike the others, been rejected (order of rank 37).

The same reason may have caused the objectives concerning the pupil's literary creativity (Table 9) to have been judged fairly high. It is interesting to note that the two objectives in the upper half, 36 and 37, deal with the expression of the pupil's experiences in a literary form. The objectives 34 and 35, where existing literature is regarded as the basis of creativity, are placed somewhat lower.

With one exception the objectives concerning literature in society are placed in the upper half (Table 4). In comparing the three approved objectives and the one not accepted we can also discern the concentration of interest in the receiver.

The objectives placed in the lower half are mainly to be found in Tables 3, 5 and 6. In Table 3, listing objectives concerning the author, we find not one put in the upper half. The objectives concerning basic literary concepts (Table 6) are also, with one exception, in the lower half. This exception, number 22 ("finds pleasure in appreciating the formal traits of literary works"), has its centre of gravity not so much in the literary work itself as in the receiver himself.

In the case of the objectives concerning the literary works and their content (Table 5), we have a greater dispersion. There are six objectives in the lower half and four in the upper. Two of the latter

four express emotional behaviour (numbers 8 and 10), and the two others (numbers 7 and 9) can also be said to stress the receiver more than the work of art.

Summing up we seem to have a fairly consistent tendency in the material. This consistency is of interest when asking how much one can rely on a questionnaire of this type. It should, of course, also be of importance when constructing a programme of aims for the comprehensive school.

Taking the most highly valued half of goal descriptions as expressing expert opinion on what is most important, Section I of the requirement analysis has provided the following objectives (for each content area in order of rank):

Content area: The reception of the literary work by the consumer

EM derives pleasure from literary works
FU has a positive attitude to literature
CO looks for literature on his own initiative
EM is arrested by the excitement and atmosphere of literary works
FU is in the habit of consuming literature
FU selects his literature carefully

Content area: Literature in society

RE can give an account of how to obtain information about literature and how to gain access to literature
HC reflects upon the importance of literature to man
FU keeps himself informed of what is going on in the literary world

Content area: The pupil´s literary creativity

EM finds satisfaction in expressing himself in a literary form
CR gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc)

Content area: Evaluation of literary works

HC evaluates literature on the basis of his own criteria
CO seeks criteria in order to be able to evaluate literature in a better way
CR creates his own criteria for evaluating literature

Content area: The literary works and their content

HC reflects upon the people and course of events in literary works

EM is emotionally involved with the characters and course of events in literary works

HC interprets the message of literary works

EM is emotionally reached by the message of literary works

Content area: Basic literary concepts

EM finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition).

7 THE OBJECTIVES OF INSTRUCTION WITH THE HELP OF LITERATURE

Section II of the questionnaire dealt with objectives where literature is not the object of behaviour but a means to another kind of end. In 4.4 we have accounted for our decision to restrict ourselves to the four goal areas where we had registered most goal descriptions in the goal document analysis. We are thus here dealing with goals of mental hygiene, ethical-social goals, language-oriented goals, and society-oriented goals.

Since we are concerned with the use of literature we are obviously most interested in the usefulness of literature as a means of reaching the goals in question. However, we must also take into consideration how important the recipients regarded the objectives to be. There are items where they have answered that literature could be very useful, but at the same time have not considered the objectives to be so important in the comprehensive school. There are also items where one has regarded the objectives as being fairly important, but not considered literature so good a means. In the tables accounting for the results of Section II, we are giving the order of rank of the supposed usefulness of literature as a means of reaching the goals. As in Section I we are giving the arithmetical mean, the dispersion through the numbers of markings for each point in the point-scale and the number of recipients who have answered the specific question. For each item, however, we are also giving the mean of the judged importance of the objective in question.

As was accounted for in 4.4, each goal area was represented by 18 goal descriptions. These goal descriptions belonged to three content areas. When interpreting the results, we must also bear in mind that each of the six goal descriptions of a content area belonged to a different behavioural type.

The order of rank is given separately for the four goal areas, the goals of mental hygiene in Table 10, the ethical-social goals in Table 11, the language-oriented goals in Table 12 and the society-oriented goals in Table 13. The three content areas of each goal area are thus taken jointly in the tables.

Table 10. The usefulness of literature as a means of reaching the 18 objectives in the area of goals of mental hygiene, in order of rank

Order of rank	Type of behaviour	Goal description (with identification number and mean of the judged importance of the objective)	0	1	2	3	4	5	Mean	N
1	HC	(94) finds thoughts and problems in others that he experiences as vital to himself (3.8)	3	5	16	82	156	171	4.1	433
2	RE	(45) can give an account of the traits, needs, problems and behaviour of man (3.7)	3	2	26	108	171	126	3.9	436
3	EM	(95) finds an outlet for his own emotional needs through identifying himself with others (3.1)	6	9	31	105	125	152	3.8	428
4	HC	(46) reflects upon his own traits, needs, problems and behaviour (3.9)	1	12	33	151	150	93	3.6	440
4	HC	(70) reflects upon which factors make life meaningful (4.0)	4	10	36	153	149	79	3.6	431
4	CO	(96) looks for others to identify himself with (2.5)	12	6	42	134	132	104	3.6	430
7	CR	(97) creates characters in his imagination to identify himself with (1.9)	19	14	44	106	139	104	3.5	426
7	FU	(98) solves his problems with the help of models found in others (2.6)	13	10	47	122	147	86	3.5	425
9	CO	(48) endeavours to understand himself (4.2)	7	11	63	151	120	87	3.4	439

(continued)

Order of rank	Type of behaviour	Goal description	0	1	2	3	4	5	Mean	N
9	RE	(93) can give an account of people who have been presented as ideals (2.4)	13	21	43	137	139	77	3.4	430
11	FU	(50) develops his personality according to his capabilities and opportunities (4.6)	9	22	73	159	106	69	3.2	438
12	CR	(49) finds a personal solution to his problems (4.2)	9	17	99	149	101	60	3.1	435
12	CR	(73) finds personal ways of making life meaningful (4.3)	14	27	73	147	103	61	3.1	425
14	EM	(47) finds satisfaction in being able to understand himself (3.6)	19	27	78	160	89	58	3.0	431
14	RE	(69) can give an account of various alternatives one can choose between in life (2.9)	11	32	90	159	81	52	3.0	425
14	CO	(72) strives for a meaningful life (4.4)	14	34	78	153	93	58	3.0	430
17	FU	(74) looks on his life as meaningful (4.2)	30	47	78	165	61	40	2.7	421
18	EM	(71) feels security and a sense of belonging in the world (4.0)	36	55	89	154	57	32	2.6	423

Table 11. The usefulness of literature as a means of reaching the 18 objectives in the area of ethical-social goals, in order of rank

Order of rank	Type of behaviour	Goal description (with identification number and mean of the judged importance of the objective)	0	1	2	3	4	5	Mean	N
1	HC	(58) reflects upon the traits, needs, problems and behaviour of other people (4.0)	1	5	19	114	171	124	3.9	434
1	EM	(59) shares the feelings of other people experiencing their needs and problems (4.2)	0	8	26	111	150	139	3.9	434
3	CO	(60) takes an interest in the traits, needs, problems and behaviour of other people (4.2)	1	4	23	128	157	119	3.8	432
4	RE	(57) can give an account of the traits, needs, problems and behaviour of other people (3.2)	5	11	32	131	149	103	3.7	431
5	HC	(106) reflects upon ethical norms (3.9)	2	7	36	147	143	94	3.6	429
6	EM	(107) feels a moral commitment (4.0)	7	12	38	165	114	91	3.5	427
7	CO	(108) seeks a moral norm (3.9)	3	23	56	156	111	80	3.4	429
8	HC	(82) reflects upon factors important for the relations within different groups (3.6)	3	19	64	161	130	54	3.3	431
8	EM	(83) feels an affinity with other people (4.4)	6	25	58	148	120	76	3.3	433
8	CO	(84) takes an interest in the relations within different groups (3.6)	4	11	58	179	126	50	3.3	428

(continued)

Order of rank	Type of behaviour	Goal description	0	1	2	3	4	5	Mean	N
11	FU	(62) is tolerant, ready to help, and generous (4.6)	10	26	84	139	103	70	3.2	432
11	RE	(105) can give an account of ethical norms (2.8)	11	36	66	140	94	75	3.2	422
11	CR	(109) finds his own ways of solving moral problems (3.7)	18	25	74	134	95	77	3.2	423
14	FU	(110) acts in accordance with ethical principles (4.0)	20	32	68	146	85	70	3.1	421
15	CR	(61) finds a personal way of giving adequate help to people with problems (4.0)	7	34	99	152	93	49	3.0	434
15	FU	(86) respects and co-operates with others (4.7)	13	26	89	161	86	57	3.0	432
17	RE	(81) can give an account of factors important for the relations within different groups (2.8)	13	32	94	163	87	39	2.9	428
18	CR	(85) finds a way to co-ordinate the relations within groups to which he himself belongs (3.7)	14	48	118	161	59	25	2.7	425

Table 12. The usefulness of literature as a means of reaching the 18 objectives in the area of language-oriented goals, in order of rank

Order of rank	Type of behaviour	Goal description (with identification number and mean of the judged importance of the objective)	0	1	2	3	4	5	Mean	N
1	RE	(39) has a rich vocabulary (4.6)	0	1	5	22	108	305	4.6	441
2	CO	(42) is interested in increasing his vocabulary (4.4)	0	3	17	54	136	231	4.3	441
3	HC	(40) reflects upon his and other people's choice of words (3.7)	2	1	25	99	162	151	4.0	440
4	FU	(44) uses words correctly (4.0)	3	8	30	96	146	155	3.9	438
5	EM	(41) finds satisfaction in a correct and varied choice of words (3.7)	5	18	27	119	150	116	3.7	435
5	CR	(67) varies his sentence structure in a personal way (3.6)	3	15	38	111	155	113	3.7	435
7	FU	(92) is able to communicate with others (4.7)	4	18	42	144	133	93	3.5	434
8	EM	(89) enjoys being able to communicate with other people (4.0)	15	26	60	170	90	70	3.2	431
9	CR	(43) forms his own new or compound words (2.6)	22	33	67	145	85	81	3.1	433
9	HC	(64) makes observations concerning the rules for the use of language (3.0)	9	41	69	149	109	56	3.1	433
9	CO	(66) takes pains to speak and write in a grammatically correct way (3.3)	16	34	65	160	105	56	3.1	436

(continued)

Order of rank	Type of behaviour	Goal description	0	1	2	3	4	5	Mean	N
9	CO	(90) seeks to obtain a knowledge of the factors which are of importance for linguistic communication (3.4)	11	22	76	161	104	56	3.1	430
13	EM	(65) reacts emotionally to correct and incorrect language (2.7)	26	33	64	156	91	59	3.0	429
13	FU	(68) speeks and writes in accordance with the grammatical rules (3.2)	13	30	86	152	106	47	3.0	434
15	HC	(88) reflects upon the factors which are of importance for linguistic communication (3.1)	11	33	99	157	82	47	2.9	429
15	CR	(91) finds his own ways of solving problems of linguistic communication (3.6)	20	36	86	151	85	46	2.9	424
17	RE	(87) can give an account of the factors which are of importance for linguistic communication (2.4)	28	54	90	145	74	38	2.7	429
18	RE	(63) can give an account of grammatical rules (2.3)	64	79	110	104	47	29	2.2	433

Table 13. The usefulness of literature as a means of reaching the 18 objectives in the area of society-oriented goals, in order of rank

Order of rank	Type of behaviour	Goal description (with identification number and mean of the judged importance of the objective)	0	1	2	3	4	5	Mean	N
1	CO	(54) takes an interest in the state of affairs in different countries and during different periods (3.7)	0	1	29	114	175	120	3.9	439
1	FU	(56) has a global perspective (4.0)	2	9	24	100	146	153	3.9	434
3	HC	(52) reflects upon the state of affairs in different countries and during different periods (3.6)	1	6	28	114	172	117	3.8	438
4	RE	(51) can give an account of the state of affairs in different countries and during different periods (2.9)	1	12	38	125	130	130	3.7	436
5	EM	(53) is emotionally involved in the state of affairs in different countries and during different periods (3.0)	2	13	36	143	145	94	3.6	433
5	HC	(76) reflects upon the state of affairs within groups of society (3.8)	2	12	37	133	163	83	3.6	430
5	CO	(102) is interested in religious, philosophical or political attitudes (3.7)	2	9	34	154	154	81	3.6	434
8	CO	(78) is interested in the state of affairs within groups of society (3.8)	3	10	40	166	134	78	3.5	431

(continued)

Order of rank	Type of behaviour	Goal description	0	1	2	3	4	5	Mean	N
8	HC	(100) forms an opinion about religious, philosophical or political attitudes (3.5)	8	12	37	157	140	76	3.5	430
10	CR	(55) contributes ideas that may further the knowledge of different countries and periods (3.2)	11	16	57	135	123	84	3.4	426
10	RE	(99) can give an account of religious, philosophical or political attitudes (2.8)	6	25	64	129	115	92	3.4	431
12	EM	(101) is emotionally involved in religious, philosophical or political attitudes (2.9)	10	21	50	150	130	65	3.3	426
13	CR	(103) contributes ideas that may influence religious, philosophical or political attitudes (2.9)	20	36	74	146	88	62	3.0	426
14	RE	(75) can give an account of groups of society (2.6)	10	42	85	157	96	39	2.9	429
14	EM	(77) feels a certain affinity with one or several groups of society (3.3)	15	42	70	160	106	32	2.9	425
14	FU	(104) takes part in religious, philosophical or political activities (2.9)	21	39	84	153	81	48	2.9	426
17	CR	(79) finds solutions which safeguard the interests of groups of society (3.2)	17	46	97	164	70	30	2.7	424
18	FU	(80) is a good citizen (4.0)	30	54	94	150	58	32	2.6	418

Comments:

In Section I we have used the median as a dividing line between objectives valued to a greater or lesser degree. In Section II we have to consider the usefulness of literature as a means of reaching an objective as well as the importance of the objective. With regard to the assessment of the usefulness of literature as a means of reaching the objectives, the median lies among the four goal descriptions which have got the mean 3.3. If we include all these four objectives, the upper half will consist of 39 goal descriptions. The median concerning the importance of the objectives lies among the seven goal descriptions which have got the mean 3.7. If we include all these seven objectives, the upper half will consist of 37 goal descriptions.

In Table 14 we compare the different goal areas, stating the number of goal descriptions which belong to the upper half concerning the usefulness of literature as a means of reaching the objectives and concerning the importance of the objectives. Also given are the number of goal descriptions belonging to the upper half concerning both the usefulness of literature as a means of reaching the objectives and the importance of the objectives. This procedure means a rigorous sorting out of objectives, but the remaining 23 should be ones which the expert group has regarded as important objectives of the Comprehensive School and ones for which literature is thought to be a first-rate means.

The objectives are the following:

Goals of mental hygiene

Content area: His own traits, needs, problems and behaviour

RE can give an account of the traits, needs, problems and behaviour of man
HC reflects upon his own traits, needs, problems and behaviour
CO endeavours to understand himself

Content area: Meaningfulness as opposed to alienation

HC reflects upon which factors make life meaningful

Table 14. The number of goal descriptions in the different goal areas which belong to the upper half concerning the usefulness of literature as a means of reaching the objectives and concerning the importance of the objectives

	Number of goal descriptions belonging to the upper half concerning the usefulness of literature as a means of reaching the objectives	Number of goal descriptions belonging to the upper half concerning the importance of the objectives	Number of goal descriptions belonging to the upper half concerning both the usefulness of literature as a means of reaching the objectives and the importance of the objectives
Goals of mental hygiene	10	11	5
Ethical-social goals	10	13	7
Language-oriented goals	7	7	6
Society-oriented goals	12	6	5
Total	39	37	23

Content area: Identification - projection

HC finds thoughts and problems in others that he experiences as vital to himself

Ethical-social goals

Content area: The traits, needs, problems and behaviour of other people

HC reflects upon the traits, needs, problems and behaviour of other people

EM shares the feelings of other people experiencing their needs and problems

CO takes an interest in the traits, needs, problems and behaviour of other people

Content area: Interaction between individuals within such groups as family-units, groups of colleagues

EM feels an affinity with other people

Content area: Moral questions

HC reflects upon ethical norms

EM feels a moral commitment

CO seeks a moral norm

Language-oriented goals

Content area: Vocabulary

RE has a rich vocabulary

HC reflects upon his and other people's choice of words

EM finds satisfaction in a correct and varied choice of words

CO is interested in increasing his vocabulary

FU uses words correctly

Content area: Communication

FU is able to communicate with others

Society-oriented goals

Content area: The state of affairs in different countries and during different periods

CO takes an interest in the state of affairs in different countries and during different periods

FU has a global perspective

Content area: Groups of society such as social groups, occupational groups, interest groups, authorities

HC reflects upon the state of affairs within groups of society

CO is interested in the state of affairs within groups of society

Content area: Religious, philosophical and political attitudes

CO is interested in religious, philosophical or political attitudes.

8 CONCLUSIONS

There is no real forerunner to this requirement analysis. It is therefore reasonable to accept that it has its shortcomings. Nevertheless, there seem to be clear tendencies in the answers, and we suggest that the results should be taken into due consideration when discussing the drawing up of a future, central standard curriculum for the Swedish Comprehensive School.

We think it advisable that a standard curriculum should express the aims of instruction by listing a number of goal descriptions in explicit terms. These goal descriptions should be on what we call the second level of generality (cf. Klingberg and Ågren 1971, 34 and 4.2 above).

We regard certain objectives on the second level of generality as belonging to the functional aspect of behaviour. These describe the ultimate integrated behaviours, the action patterns that one expects of the pupil during school-days but not least after leaving school. These functional objectives are hierarchically superior to the objectives belonging to the other behavioural aspects. We suggest that each part of a standard curriculum dealing with a certain school subject or activity be headed by the functional objectives, and that the actual listing of objectives (viz. those that can be broken down to the third level of generality and be trained or stimulated at school) includes objectives of other types of behaviour than the functional.

Using this suggested model for a standard curriculum, we can express our interpretation of the answers to the questionnaire in the following way:

Interpretation of the answers to the questionnaire using a model suggested for use in a standard curriculum

Instruction in literature in the Comprehensive School implies

1) instruction about and in the art form termed literature (the art of words)
2) instruction with the help of literature, i.e. when the content side of the objectives is of another kind than the art of words.

I. Instruction about and in the art form termed literature (the art of words)

The desired action patterns are that the pupil, during school-days, but not least after leaving school
shows a positive attitude to literature
is in the habit of consuming literature
selects his literature carefully
keeps himself informed of what is going on in the literary world.

In order to reach these functional behaviours, the Comprehensive School ought to train and stimulate the following behaviours of the pupil:

Content area: The reception of the literary work by the consumer

1. derives pleasure from literary works
2. is arrested by the excitement and atmosphere of literary works
3. looks for literature on his own initiative

Content area: Literature in society

4. gives an account of how to obtain information about literature and how to gain access to literature
5. reflects upon the importance of literature to man

Content area: The pupil's literary creativity

6. gives expression to his experiences in a literary form
7. finds satisfaction in expressing himself in a literary form

Content area: Evaluation of literary works

8. evaluates literature on the basis of his own criteria
9. seeks criteria in order to be able to evaluate literature in a better way
10. creates his own criteria for evaluating literature

Content area: The literary works and their content

11. reflects upon the people and course of events in literary works
12. is emotionally involved with the characters and course of events in literary works

13. interprets the message of literary works
14. is emotionally reached by the message of literary works

Content area: Basic literary concepts

15. finds pleasure in appreciating the formal traits of literary works

II. Instruction with the help of literature

Among the goals of the Comprehensive School there are some where literature (the art of words) may well be used as a teaching aid, although the objectives do not concern the art of words. As examples of such behaviours that can be trained and stimulated with the help of literature, the following are given:

Goals of mental hygiene

Content area: His own traits, needs, problems and behaviour

1. gives an account of the traits, needs, problems and behaviour of man
2. reflects upon his own traits, needs, problems and behaviour
3. endeavours to understand himself

Content area: Meaningfulness as opposed to alienation

4. reflects upon which factors make life meaningful

Content area: Identification - projection

5. finds thoughts and problems in others that he experiences as vital to himself

Ethical-social goals

Content area: The traits, needs, problems and behaviour of other people

6. reflects upon the traits, needs, problems and behaviour of other people
7. shares the feelings of other people experiencing their needs and problems
8. takes an interest in the traits, needs, problems and behaviour of other people

Content area: Interaction between individuals within such groups as family-units, groups of colleagues

9. feels an affinity with other people

Content area: Moral questions

10. reflects upon ethical norms
11. feels a moral commitment
12. seeks a moral norm

Language-oriented goals

Content area: Vocabulary

13. has a rich vocabulary
14. reflects upon his and other people's choice of words
15. finds satisfaction in a correct and varied choice of words
16. is interested in increasing his vocabulary
17. uses words correctly

Content area: Communication

18. communicates with others

Society-oriented goals

Content area: The state of affairs in different countries and during different periods

19. takes an interest in the state of affairs in different countries and during different periods
20. has a global perspective

Content area: Groups of society such as social groups, occupational groups, interest groups, authorities

21. reflects upon the state of affairs within groups of society
22. is interested in the state of affairs within groups of society

Content area: Religious, philosophical and political attitudes

23. is interested in religious, philosophical or political attitudes

The effect of such a list of objectives in a central standard curriculum is a general control of instruction. It is especially important to note which objectives are not included. If, for example, the only objective listed in the content area "Basic literary concepts" is "finds pleasure in appreciating the formal traits of literary works" (Objective 15 in Section I above), this expresses an accentuation of the curriculum that a cognitive treatment of the formal traits is not important in itself and should not be taken up to a greater extent than is necessary as a basis for the desired emotional behaviour.

Such objectives on the second level of generality must of course be broken down to the third level when one is concerned with instruction in the classroom or with constructing or choosing educational material. The important thing is that one knows which objectives should be broken down to the third level.

We are, of course, not forwarding the given list of objectives as our proposal for the wording of a Swedish central standard curriculum for the Comprehensive School. The list is an expression only of the result of the requirement analysis. It can be further modified:

1) It can be discussed anew. An explicit list of objectives is presented about which one can form an opinion.

2) It can be enlarged. If something has been forgotten is must now be easier to supplement the list. It is also possible to introduce new goal areas in Section II. For practical reasons the questionnaire was limited to four goal areas, but there is also the possibility of listing objectives belonging to (in the wordings of our classification scheme) the nature- and technology-oriented, work-oriented, logic-oriented goal areas or the goal area of physical training and health. It is also possible to break up some objectives of the list. To limit the number of goal descriptions in the questionnaire we brought religious, philosophical and political attitudes together. It could of course seem adequate to list these objects of behaviour one by one.

3) There is also the possibility of treating the list from a logical point of view.

The list of objectives concerning instruction about and in literature is headed by four functional objectives, which in the requirement analysis got into the upper half. In the case of instruction with the

help of literature, the functional objectives are so far included in the actual list. Besides, such objectives are only found in three of the eleven content areas (No. 17 in the area of "Vocabulary", No. 18 in the area of "Communication" and No. 20 in the area of "The state of affairs in different countries and during different periods"). Perhaps functional objectives should be expressed for each content area. In the case of the content area "Communication" the only objective is functional, which is not satisfactory.

The question also arises of whether those objectives should be listed that did not get into the upper half, but which are prerequisites of objectives in the list, since they are hierarchically subordinate to listed goals. We are, however, not positive that this is a good idea. An example is the objective referred to above, the objective concerning finding pleasure in appreciating the formal traits of literary works. It may be that some knowledge of and reflection upon the formal traits themselves are prerequisites of the emotional experience. This must be taken into consideration when constructing instructional procedures in order to reach the objective. But listing the cognitive objectives would perhaps upset the emphasis on emotional behaviour that we, in this instance, assume to be the intention of the curriculum.

The common feature of the answers to Section I of the questionnaire have been interpreted above as a tendency to stress the reception of literary works by the consumer rather than the literary work itself. This tendency could be regarded in connection with the concept of "reading for experience" found in the present Swedish Comprehensive School Curriculum (of 1969). We have dealt with this concept in an earlier report (Klingberg and Ågren 1971, 15). It was interpreted there as a method where the goals are emotional and conative. This "reading for experience" is introduced as something important and to some extent new. These types of objectives also have a prominent place in the answers of the recipients. In Table 15 we have given the means of the different types of behaviour in Section I as well as in Section II, and the number of goal descriptions placed in the list in this chapter which belong to the behavioural types.

Table 15. The placing of the types of behaviour in the answers of the recipients

	RE	HC	EM	CO	CR	FU
Assessment of the importance of the objectives in Section I (the means of means)	2.1	2.7	3.7	3.0	3.1	3.9
Assessment of the importance of the objectives in Section II (the means of means)	3.0	3.7	3.6	3.8	3.4	4.0
Assessment of the usefulness of literature as a means of reaching the objectives of Section II (the means of means)	3.3	3.6	3.3	3.5	3.1	3.2
Number of objectives among the 19 selected in Section I	1	4	6	2	2	4
Number of objectives among the 23 selected in Section II	2	7	4	7	0	3

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APPENDIX A

THE QUESTIONNAIRE

(in Swedish)

Pedagogiska institutionen
Lärarhögskolan i Göteborg
Projektet Litteraturläsning
i grundskolan (LIGRU)

LIGRU, som är ett av Skolöverstyrelsens forskningsprojekt, arbetar bl.a. med de mål som bör uppställas för grundskolans litteraturundervisning. För urvalet av dessa mål vill vi kartlägga rådande uppfattningar om vilka mål som är viktigast. Bifogade frågeformulär utsändes till representanter för vissa grupper. För vårt fortsatta arbete är det synnerligen viktigt att samtliga utsända formulär besvaras. Vi hoppas därför på ett välvilligt bemötande.

Med litteratur avses här litteratur med konstnärlig avsikt (= ordkonst). Begreppet är således inte helt begränsat till fiktionslitteratur, men facklitteratur, läroböcker, handböcker etc., som inte är skrivna med konstnärlig avsikt, hör inte hit. Begreppet litteratur är inte heller begränsat till böcker, eftersom muntlig berättelse, teater, film, radio och television också kan vara medier för litteratur. Produkter av elever betraktas också som litteratur.

Litteraturundervisning kan uppfattas 1) som undervisning om och i den konstform som kallas litteratur (= ordkonst), 2) som undervisning med hjälp av litteratur. I det första fallet utgöres målen av elevbeteenden som direkt hänför sig till ordkonsten (såsom "räknar upp ett antal författare", "tolkar budskapet i litterära verk"). I det andra fallet är ordkonsten medel och målen är av annat slag (såsom "strävar efter att förstå sig själv", "använder ord korrekt").

I överensstämmelse med denna indelning är frågeformuläret uppdelat i två avdelningar. I den första avdelningen hänför sig målen till ordkonsten. I denna avdelning vill vi veta hur viktiga de uppräknade målen är i relation till varandra vid undervisningen om och i litteratur. I den andra avdelningen vill vi ha en bedömning av hur viktiga målen är i relation till grundskolans mål som helhet. Dessutom vill vi i den andra avdelningen ha en bedömning av vilken användbarhet man skall tillmäta litteraturen som medel för att nå dessa mål.

Med hjärtlig hälsning

Göte Klingberg

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Avdelning I

HUR VIKTIGA ÄR NEDANSTÅENDE MÅL I RELATION TILL VARANDRA VID UNDERVISNINGEN OM OCH I LITTERATUR?

Jag anser att detta mål är

0 helt oviktigt
1 tämligen oviktigt
2 någorlunda viktigt
3 viktigt
4 mycket viktigt
5 synnerligen viktigt

Gör en ring runt tillämplig siffra!

0	1	2	3	4	5	kan räkna upp ett antal boktitlar och/eller författare
0	1	2	3	4	5	kan läsa poesi utantill eller citera partier ur litterära verk
0	1	2	3	4	5	kan redogöra för innehållet i ett antal litterära verk
0	1	2	3	4	5	upplever glädje genom litterära verk

0	1	2	3	4	5	fångas av spänning och stämningar i litterära verk
0	1	2	3	4	5	har en positiv attityd till litteratur
0	1	2	3	4	5	reflekterar över personer och händelse-förlopp i litterära verk
0	1	2	3	4	5	blir emotionellt engagerad av personer och händelseförlopp i litterära verk
0	1	2	3	4	5	tolkar budskapet i litterära verk
0	1	2	3	4	5	blir emotionellt engagerad av budskapet i litterära verk
0	1	2	3	4	5	reflekterar över sambandet mellan författarens liv och verk
0	1	2	3	4	5	är intresserad av att veta mer om författaren
0	1	2	3	4	5	reflekterar över den litterära skapelseprocessen
0	1	2	3	4	5	kan redogöra för huvuddragen av litteraturens utveckling
0	1	2	3	4	5	reflekterar över likheter och olikheter mellan litteratur från olika tider
0	1	2	3	4	5	intresserar sig för litteraturens historia

0 1 2 3 4 5	kan nämna olika genrer
0 1 2 3 4 5	klassificerar ett litterärt verk (genrer, motiv etc.)
0 1 2 3 4 5	kan redogöra för principer som rör stil, komposition, rytm och bildspråk
0 1 2 3 4 5	iakttar stildrag i litterära verk (ordval, meningsbyggnad, bildspråk, rytm)
0 1 2 3 4 5	reflekterar över litterära verks komposition
0 1 2 3 4 5	upplever litterära verks formella egenskaper (ordval, meningsbyggnad, bildspråk, rytm, komposition) på ett lustbetonat sätt
0 1 2 3 4 5	intresserar sig för litteraturens form
0 1 2 3 4 5	bedömer litteratur med utgångspunkt från fastställda värderingsnormer
0 1 2 3 4 5	bedömer litteratur med utgångspunkt från egna värderingsnormer
0 1 2 3 4 5	söker efter värderingsnormer för att bättre kunna bedöma litteratur
0 1 2 3 4 5	skapar egna normer för bedömning av litteratur
0 1 2 3 4 5	väljer sin litteratur med omsorg

0 1 2 3 4 5	kan redogöra för bokens väg från författare över förlag till bokhandel och bibliotek
0 1 2 3 4 5	kan redogöra för hur man får information om litteratur och hur man får tag på litteratur
0 1 2 3 4 5	söker efter litteratur på eget initiativ
0 1 2 3 4 5	informerar sig om vad som rör sig på det litterära området
0 1 2 3 4 5	reflekterar över litteraturens betydelse för människorna
0 1 2 3 4 5	fantiserar kring litteraturens gestalter och händelseförlopp
0 1 2 3 4 5	återskapar sina litterära upplevelser genom dramatisering, målning, komposition etc.
0 1 2 3 4 5	ger uttryck för sina upplevelser i litterär form (leker med ord, berättar, skriver dikter etc.)
0 1 2 3 4 5	upplever tillfredsställelse av att uttrycka sig själv i litterär form
0 1 2 3 4 5	har för vana att konsumera litteratur

Avdelning II

HUR VIKTIGA ÄR NEDANSTÅENDE MÅL I RELATION TILL GRUNDSKOLANS MÅL SOM HELHET?

Jag anser att detta mål är

0 helt oviktigt
1 tämligen oviktigt
2 någorlunda viktigt
3 viktigt
4 mycket viktigt
5 synnerligen viktigt

Gör en ring runt tillämplig siffra!

VILKEN ANVÄNDBARHET SKALL MAN TILLMÄTA LITTERATUREN SOM MEDEL FÖR ATT NÅ NEDANSTÅENDE MÅL?

Jag anser att litteratur som medel att nå detta mål är

0 ej användbar
1 föga användbar
2 någorlunda användbar
3 användbar
4 mycket användbar
5 synnerligen användbar

Gör en ring runt tillämplig siffra!

Ordförråd

0 1 2 3 4 5	har ett rikt ordförråd	0 1 2 3 4 5
0 1 2 3 4 5	reflekterar över sitt och andras ordval	0 1 2 3 4 5
0 1 2 3 4 5	känner tillfredsställelse över ett korrekt och varierat ordval	0 1 2 3 4 5

0	1	2	3	4	5	intresserar sig för att öka sitt ordförråd	0	1	2	3	4	5
0	1	2	3	4	5	hittar på egna ord eller ordsammansättningar	0	1	2	3	4	5
0	1	2	3	4	5	använder ord korrekt	0	1	2	3	4	5
						Egna egenskaper, behov, problem och beteenden						
0	1	2	3	4	5	kan redogöra för mänskliga egenskaper, behov, problem och beteenden	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över sina egna egenskaper, behov, problem och beteenden	0	1	2	3	4	5
0	1	2	3	4	5	känner tillfredsställelse över att förstå sig själv	0	1	2	3	4	5
0	1	2	3	4	5	strävar efter att förstå sig själv	0	1	2	3	4	5
0	1	2	3	4	5	finner personliga lösningar på sina problem	0	1	2	3	4	5
0	1	2	3	4	5	utvecklar sin personlighet efter sina förutsättningar	0	1	2	3	4	5

Förhållanden i olika länder och under olika tider

0	1	2	3	4	5	kan redogöra för förhållanden i olika länder och under olika tider	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över förhållanden i olika länder och under olika tider	0	1	2	3	4	5
0	1	2	3	4	5	är känslomässigt engagerad i förhållanden i olika länder och under olika tider	0	1	2	3	4	5
0	1	2	3	4	5	intresserar sig för förhållanden i olika länder och under olika tider	0	1	2	3	4	5
0	1	2	3	4	5	bidrar med idéer som kan främja kunskapen om olika länder och olika tider	0	1	2	3	4	5
0	1	2	3	4	5	har ett globalt perspektiv	0	1	2	3	4	5

Andra människors egenskaper, behov, problem och beteenden

0	1	2	3	4	5	kan redogöra för andra människors egenskaper, behov, problem och beteenden	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över andra människors egenskaper, behov, problem och beteenden	0	1	2	3	4	5
0	1	2	3	4	5	känner med andra människor i deras behov och problem	0	1	2	3	4	5

0	1	2	3	4	5	intresserar sig för andra människors egenskaper, behov, problem och beteenden	0	1	2	3	4	5
0	1	2	3	4	5	finner ett personligt sätt att ge adekvat hjälp åt människor med problem	0	1	2	3	4	5
0	1	2	3	4	5	är tolerant, hjälpsam och generös	0	1	2	3	4	5
						Grammatik						
0	1	2	3	4	5	kan redogöra för språkregler	0	1	2	3	4	5
0	1	2	3	4	5	gör observationer som rör reglerna för språkets användning	0	1	2	3	4	5
0	1	2	3	4	5	reagerar känslomässigt på korrekt respektive inkorrekt språk	0	1	2	3	4	5
0	1	2	3	4	5	lägger sig vinn om att tala och skriva grammatikaliskt riktigt	0	1	2	3	4	5
0	1	2	3	4	5	varierar på ett personligt sätt sin sats- och meningsbyggnad	0	1	2	3	4	5
0	1	2	3	4	5	talar och skriver i enlighet med språkreglerna	0	1	2	3	4	5

Meningsfullhet i motsats till alienation

0	1	2	3	4	5	kan redogöra för olika valmöjligheter i livet	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över vilka faktorer som gör livet meningsfullt	0	1	2	3	4	5
0	1	2	3	4	5	känner trygghet och hemhörighet i världen	0	1	2	3	4	5
0	1	2	3	4	5	strävar efter ett meningsfullt liv	0	1	2	3	4	5
0	1	2	3	4	5	finner personliga sätt att göra livet meningsfullt	0	1	2	3	4	5
0	1	2	3	4	5	uppfattar sitt liv som meningsfullt	0	1	2	3	4	5

Samhällsgrupper såsom socialgrupper, yrkesgrupper, intressegrupper, myndigheter

0	1	2	3	4	5	kan redogöra för samhällsgrupper	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över förhållanden inom samhällsgrupper	0	1	2	3	4	5
0	1	2	3	4	5	känner samhörighet med någon eller några samhällsgrupper	0	1	2	3	4	5

0	1	2	3	4	5	är intresserad av förhållandena inom samhälls-grupper	0	1	2	3	4	5
0	1	2	3	4	5	hittar på lösningar som tillvaratar intressen hos samhällsgrupper	0	1	2	3	4	5
0	1	2	3	4	5	är en god samhällsmedborgare	0	1	2	3	4	5
						Interaktion mellan individer inom grupper av typ familj, kamratgrupp						
0	1	2	3	4	5	kan redogöra för faktorer som är viktiga för relationerna inom olika grupper	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över faktorer som är viktiga för relationerna inom olika grupper	0	1	2	3	4	5
0	1	2	3	4	5	känner samhörighet med andra människor	0	1	2	3	4	5
0	1	2	3	4	5	intresserar sig för relationerna inom olika grupper	0	1	2	3	4	5
0	1	2	3	4	5	finner på ett sätt att samordna relationerna inom grupper i vilka man själv ingår	0	1	2	3	4	5
0	1	2	3	4	5	respekterar och samarbetar med andra	0	1	2	3	4	5

Kommunikation

0	1	2	3	4	5	kan redogöra för de faktorer som har betydelse för språklig kommunikation	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över de faktorer som har betydelse för språklig kommunikation	0	1	2	3	4	5
0	1	2	3	4	5	gläder sig över att kunna kommunicera med andra människor	0	1	2	3	4	5
0	1	2	3	4	5	söker kunskap om de faktorer som har betydelse för språklig kommunikation	0	1	2	3	4	5
0	1	2	3	4	5	finner egna sätt att lösa språkliga kommunikations-problem	0	1	2	3	4	5
0	1	2	3	4	5	kan kommunicera med andra	0	1	2	3	4	5

Identifikation - projektion

0	1	2	3	4	5	kan redogöra för personer som människor har ställt upp som ideal	0	1	2	3	4	5
0	1	2	3	4	5	finner hos andra tankar och problemställningar som upplevs som väsentliga för en själv	0	1	2	3	4	5
0	1	2	3	4	5	finner utlopp för sina emotionella behov genom att identifiera sig med andra	0	1	2	3	4	5

0	1	2	3	4	5	söker efter andra att identifiera sig med	0	1	2	3	4	5
0	1	2	3	4	5	skapar fantasigestalter att identifiera sig med	0	1	2	3	4	5
0	1	2	3	4	5	löser sina problem med hjälp av modeller som man funnit hos andra	0	1	2	3	4	5
						<u>Religiösa, filosofiska och politiska åskådningar</u>						
0	1	2	3	4	5	kan redogöra för religiösa, filosofiska eller politiska åskådningar	0	1	2	3	4	5
0	1	2	3	4	5	tar ställning till religiösa, filosofiska eller politiska åskådningar	0	1	2	3	4	5
0	1	2	3	4	5	är känslomässigt engagerad i religiösa, filosofiska eller politiska åskådningar	0	1	2	3	4	5
0	1	2	3	4	5	är intresserad av religiösa, filosofiska eller politiska åskådningar	0	1	2	3	4	5
0	1	2	3	4	5	bidrar med idéer som kan påverka religiösa, filosofiska eller politiska åskådningar	0	1	2	3	4	5
0	1	2	3	4	5	tar del i religiös, filosofisk eller politisk verksamhet	0	1	2	3	4	5

Moralfrågor

0	1	2	3	4	5	kan redogöra för etiska normer	0	1	2	3	4	5
0	1	2	3	4	5	reflekterar över etiska normer	0	1	2	3	4	5
0	1	2	3	4	5	känner moraliskt engagemang	0	1	2	3	4	5
0	1	2	3	4	5	söker en moralisk norm	0	1	2	3	4	5
0	1	2	3	4	5	finner egna vägar att lösa moraliska problem	0	1	2	3	4	5
0	1	2	3	4	5	handlar i enlighet med etiska principer	0	1	2	3	4	5

APPENDIX B

THE QUESTIONNAIRE IN ENGLISH TRANSLATION
(with identification numbers of the goal descriptions, the number of recipients who have answered the separate questions, the behavioural types of the goal descriptions, and a rough graphic representation of the means)

Section I

HOW IMPORTANT ARE THE FOLLOWING OBJECTIVES IN RELATION TO EACH OTHER IN THE TEACHING OF LITERATURE?

I consider this objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring round the appropriate figure!

N								
449	0	1	2	3	4	5	RE	1. can list a number of book titles and/or authors
451	0	1	2	3	4	5	RE	2. can recite poetry by heart or quote passages from literary works
449	0	1	2	3	4	5	RE	3. can give an account of the content of some literary works
449	0	1	2	3	4	5	EM	4. derives pleasure from literary works

451	0	1	2	3	4	5	EM	5. is arrested by the excitement and atmosphere of literary works
451	0	1	2	3	4	5	FU	6. has a positive attitude to literature
452	0	1	2	3	4	5	HC	7. reflects upon the people and course of events in literary works
452	0	1	2	3	4	5	EM	8. is emotionally involved with the characters and course of events in literary works
452	0	1	2	3	4	5	HC	9. interprets the message of literary works
449	0	1	2	3	4	5	EM	10. is emotionally reached by the message of literary works
452	0	1	2	3	4	5	HC	11. reflects upon the connection between the life and work of the author
451	0	1	2	3	4	5	CO	12. is interested in knowing more about the author
451	0	1	2	3	4	5	HC	13. reflects upon the literary creative process
452	0	1	2	3	4	5	RE	14. can give an account of the main outlines of the development of literature
451	0	1	2	3	4	5	HC	15. reflects upon the similarities and differences between literary works from different periods
451	0	1	2	3	4	5	CO	16. takes an interest in the history of literature

N								
450	0	1	2	3	4	5	RE	17. can name different genres
449	0	1	2	3	4	5	HC	18. classifies a literary work (genres, motifs, etc)
450	0	1	2	3	4	5	RE	19. can give an account of principles concerning style, composition, rhythm, and figurative language
450	0	1	2	3	4	5	HC	20. observes the stylistic features of literary works (choice of words, sentence structure, figurative language, rhythm)
449	0	1	2	3	4	5	HC	21. reflects upon the composition of literary works
449	0	1	2	3	4	5	EM	22. finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition)
446	0	1	2	3	4	5	CO	23. is interested in the form of literature
441	0	1	2	3	4	5	HC	24. evaluates literature on the basis of criteria laid down by others
442	0	1	2	3	4	5	HC	25. evaluates literature on the basis of his own criteria
443	0	1	2	3	4	5	CO	26. seeks criteria in order to be able to evaluate literature in a better way
438	0	1	2	3	4	5	CR	27. creates his own criteria for evaluating literature
446	0	1	2	3	4	5	FU	28. selects his literature carefully

451	0	1	2	3	4	5	RE	29. can give an account of the book's progress from the author via the publisher to the bookseller and library
448	0	1	2	3	4	5	RE	30. can give an account of how to obtain information about literature and how to gain access to literature
451	0	1	2	3	4	5	CO	31. looks for literature on his own initiative
450	0	1	2	3	4	5	FU	32. keeps himself informed of what is going on in the literary world
452	0	1	2	3	4	5	HC	33. reflects upon the importance of literature to man
449	0	1	2	3	4	5	CR	34. pictures in his imagination characters and the course of events in literature
444	0	1	2	3	4	5	CR	35. re-creates his literary experiences through dramatization, painting, composing, etc
447	0	1	2	3	4	5	CR	36. gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc)
446	0	1	2	3	4	5	EM	37. finds satisfaction in expressing himself in a literary form
447	0	1	2	3	4	5	FU	38. is in the habit of consuming literature

Section II

HOW IMPORTANT ARE THE FOLLOWING OBJECTIVES IN RELATION TO THE OVERALL OBJECTIVES OF THE COMPREHENSIVE SCHOOL?

I consider this objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring round the appropriate figure!

HOW USEFUL IS LITERATURE AS A MEANS OF REACHING THE FOLLOWING OBJECTIVES?

I consider literature, as a means of reaching this objective, to be

0 of no use at all
1 of little use
2 moderately useful
3 useful
4 very useful
5 extremely useful

Put a ring round the appropriate figure!

N														N
								Vocabulary						
449	0	1	2	3	4	5	RE	39. has a rich vocabulary	0	1	2	3	4	5	441
448	0	1	2	3	4	5	HC	40. reflects upon his and other people's choice of words	0	1	2	3	4	5	440
443	0	1	2	3	4	5	EM	41. finds satisfaction in a correct and varied choice of words	0	1	2	3	4	5	435

449	0	1	2	3	4	5	CO	42. is interested in increasing his vocabulary	0	1	2	3	4	5	441
444	0	1	2	3	4	5	CR	43. forms his own new or compound words	0	1	2	3	4	5	433
445	0	1	2	3	4	5	FU	44. uses words correctly	0	1	2	3	4	5	438

<u>His own traits, needs, problems and behaviour</u>

445	0	1	2	3	4	5	RE	45. can give an account of the traits, needs, problems and behaviour of man	0	1	2	3	4	5	436
447	0	1	2	3	4	5	HC	46. reflects upon his own traits, needs, problems and behaviour	0	1	2	3	4	5	440
439	0	1	2	3	4	5	EM	47. finds satisfaction in being able to understand himself	0	1	2	3	4	5	431
445	0	1	2	3	4	5	CO	48. endeavours to understand himself	0	1	2	3	4	5	439
441	0	1	2	3	4	5	CR	49. finds a personal solution to his problems	0	1	2	3	4	5	435
446	0	1	2	3	4	5	FU	50. develops his personality according to his capabilities and opportunities	0	1	2	3	4	5	438

The state of affairs in different countries and during different periods

N														N
443	0	1	2	3	4	5	RE	51.	can give an account of the state of affairs in different countries and during different periods	0	1	2	3	4	5	436
445	0	1	2	3	4	5	HC	52.	reflects upon the state of affairs in different countries and during different periods	0	1	2	3	4	5	438
442	0	1	2	3	4	5	EM	53.	is emotionally involved in the state of affairs in different countries and during different periods	0	1	2	3	4	5	433
444	0	1	2	3	4	5	CO	54.	takes an interest in the state of affairs in different countries and during different periods	0	1	2	3	4	5	439
439	0	1	2	3	4	5	CR	55.	contributes ideas that may further the knowledge of different countries and periods	0	1	2	3	4	5	426
443	0	1	2	3	4	5	FU	56.	has a global perspective	0	1	2	3	4	5	434

The traits, needs, problems and behaviour of other people

439	0	1	2	3	4	5	RE	57.	can give an account of the traits, needs, problems and behaviour of other people	0	1	2	3	4	5	431
443	0	1	2	3	4	5	HC	58.	reflects upon the traits, needs, problems and behaviour of other people	0	1	2	3	4	5	434
441	0	1	2	3	4	5	EM	59.	shares the feelings of other people experiencing their needs and problems	0	1	2	3	4	5	434

442	0	1	2	3	4	5	CO	60. takes an interest in the traits, needs, problems and behaviour of other people	0	1	2	3	4	5	432
441	0	1	2	3	4	5	CR	61. finds a personal way of giving adequate help to people with problems	0	1	2	3	4	5	434
440	0	1	2	3	4	5	FU	62. is [illegible]lerant, ready to help, and generous	0	1	2	3	4	5	432
								Grammar							
444	0	1	2	3	4	5	RE	63. can give an account of grammatical rules	0	1	2	3	4	5	433
442	0	1	2	3	4	5	HC	64. makes observations concerning the rules for the use of language	0	1	2	3	4	5	433
438	0	1	2	3	4	5	EM	65. reacts emotionally to correct and incorrect language	0	1	2	3	4	5	429
446	0	1	2	3	4	5	CO	66. takes pains to speak and write in a grammatically correct way	0	1	2	3	4	5	436
443	0	1	2	3	4	5	CR	67. varies his sentence structure in a personal way	0	1	2	3	4	5	435
442	0	1	2	3	4	5	FU	68. speaks and writes in accordance with the grammatical rules	0	1	2	3	4	5	434

Meaningfulness as opposed to alienation

N															N
434	0	1	2	3	4	5	RE	69. can give an account of various alternatives one can choose between in life	0	1	2	3	4	5	425
440	0	1	2	3	4	5	HC	70. reflects upon which factors make life meaningful	0	1	2	3	4	5	431
431	0	1	2	3	4	5	EM	71. feels security and a sense of belonging in the world	0	1	2	3	4	5	423
442	0	1	2	3	4	5	CO	72. strives for a meaningful life	0	1	2	3	4	5	430
436	0	1	2	3	4	5	CR	73. finds personal ways of making life meaningful	0	1	2	3	4	5	425
431	0	1	2	3	4	5	FU	74. looks on his life as meaningful	0	1	2	3	4	5	421

Groups of society such as social groups, occupational groups, interest groups, authorities

440	0	1	2	3	4	5	RE	75. can give an account of groups of society	0	1	2	3	4	5	429
442	0	1	2	3	4	5	HC	76. reflects upon the state of affairs within groups of society	0	1	2	3	4	5	430
436	0	1	2	3	4	5	EM	77. feels a certain affinity with one or several groups of society	0	1	2	3	4	5	425

438	0	1	2	3	4	5	CO	78. is interested in the state of affairs within groups of society	0	1	2	3	4	5	83.
432	0	1	2	3	4	5	CR	79. finds solutions which safeguard the interests of groups of society	0	1	2	3	4	5	424
422	0	1	2	3	4	5	FU	80. is a good citizen	0	1	2	3	4	5	418
								Interaction between individuals within such groups as family-units, groups of colleagues							
437	0	1	2	3	4	5	RE	81. can give an account of factors important for the relations within different groups	0	1	2	3	4	5	428
438	0	1	2	3	4	5	RC	82. reflects upon factors important for the relations within different groups	0	1	2	3	4	5	431
441	0	1	2	3	4	5	EM	83. feels an affinity with other people	0	1	2	3	4	5	433
437	0	1	2	3	4	5	CO	84. takes an interest in the relations within different groups	0	1	2	3	4	5	428
431	0	1	2	3	4	5	CR	85. finds a way to co-ordinate the relations within groups to which he himself belongs	0	1	2	3	4	5	425
442	0	1	2	3	4	5	FU	86. respects and co-operates with others	0	1	2	3	4	5	432

Communication

439	0	1	2	3	4	5	RE	87. can give an account of the factors which are of importance for linguistic communication	0	1	2	3	4	5	429
442	0	1	2	3	4	5	HC	88. reflects upon the factors which are of importance for linguistic communication	0	1	2	3	4	5	439
443	0	1	2	3	4	5	EM	89. enjoys being able to communicate with other people	0	1	2	3	4	5	431
440	0	1	2	3	4	5	CO	90. seeks to obtain a knowledge of the factors which are of importance for linguistic communication	0	1	2	3	4	5	430
433	0	1	2	3	4	5	CR	91. finds his own ways of solving problems of linguistic communication	0	1	2	3	4	5	424
445	0	1	2	3	4	5	FU	92. is able to communicate with others	0	1	2	3	4	5	434

Identification - projection

438	0	1	2	3	4	5	RE	93. can give an account of people who have been presented as ideals	0	1	2	3	4	5	430
441	0	1	2	3	4	5	HC	94. finds thoughts and problems in others that he experiences as vital to himself	0	1	2	3	4	5	433
434	0	1	2	3	4	5	EM	95. finds an outlet for his own emotional needs through identifying himself with others	0	1	2	3	4	5	428

440	0	1	2	3	4	5	CO	96. looks for others to identify himself with	0	1	2	3	4	5	430
434	0	1	2	3	4	5	CR	97. creates characters in his imagination to identify himself with	0	1	2	3	4	5	426
434	0	1	2	3	4	5	FU	98. solves his problems with the help of models found in others	0	1	2	3	4	5	425
								Religious, philosophical and political attitudes							
441	0	1	2	3	4	5	RE	99. can give an account of religious, philosophical or political attitudes	0	1	2	3	4	5	431
439	0	1	2	3	4	5	HC	100. forms an opinion about religious, philosophical or political attitudes	0	1	2	3	4	5	430
432	0	1	2	3	4	5	EM	101. is emotionally involved in religious, philosophical or political attitudes	0	1	2	3	4	5	426
444	0	1	2	3	4	5	CO	102. is interested in religious, philosophical or political attitudes	0	1	2	3	4	5	434
437.	0	1	2	3	4	5	CR	103. contributes ideas that may influence religious, philosophical or political attitudes	0	1	2	3	4	5	426
437	0	1	2	3	4	5	FU	104. takes part in religious, philosophical or political activities	0	1	2	3	4	5	426

Moral questions

N																	N
437	0	1	2	3	4	5	RE	105. can give an account of ethical norms	0	1	2	3	4	5	422
439	0	1	2	3	4	5	HC	106. reflects upon ethical norms	0	1	2	3	4	5	429
437	0	1	2	3	4	5	EM	107. feels a moral commitment	0	1	2	3	4	5	427
439	0	1	2	3	4	5	CO	108. seeks a moral norm	0	1	2	3	4	5	429
434	0	1	2	3	4	5	CR	109. finds his own ways of solving moral problems	0	1	2	3	4	5	423
433	0	1	2	3	4	5	FU	110. acts in accordance with ethical principles	0	1	2	3	4	5	421

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APPENDIX C

A SURVEY OF SOME SPONTANEOUS COMMENTS BY RECIPIENTS

Not a few of the recipients wrote their opinions on blank space in the questionnaire or in separate letters.

There are some who had a general positive attitude: "I found the questions very interesting", "The attempt to define the goals is extraordinarily interesting", "Through the excellent formulations in this investigation you have got a clear idea of what you want to know", "The questions are clearly and precisely formulated with one exception, where I have placed a question-mark", etc.

The negative comments are of more interest, however. As was pointed out in chapter 3 we did not ask the recipients to add any comments. Thus we cannot treat them as ordinary material. We do not want to overlook them, however, and have therefore placed them in this appendix. Partly we wish to answer them. Partly we think that several of them show the difficulties of introducing a requirement analysis founded on the principles of goal-referenced instruction.

The negative comments are reported here systematically under ten headings, viz:

1) Opposition in general against explicitly formulated goal descriptions
2) The questions are dependent on the opinions of the investigators
3) One cannot know what literary works are aimed at
4) The concept of literature used is wrong
5) Many goals are not goals of the comprehensive school but are more remote
6) The answers cannot be modified or commented on
7) Some of the objectives are subordinate to others
8) No attention is paid to individual variation
9) Other difficulties that the recipients have experienced
10) Anonymity

1) Opposition in general against explicitly formulated goal descriptions

"The results that you may attain are illusory. Educate teachers with a good literary knowledge and a trained literary judgment, and not only will many problems solve themselves but we can be spared this type of pseudo-scientific investigation as well." - "The questions should not be put in this definite and naive form. The answers will then become entirely arbitrary." - "I consider it important, for example, that

people should be interested in words, be able to express both thoughts and feelings with their own words, and furthermore understand the words of others. It is precisely for that reason that I refuse to place a ring around an appropriate figure against ready-made statements... Nor do I wish to contribute to an inquiry into 'current opinions', if instruction afterwards will be tied to these opinions. Who knows if the present opinion is worth preserving for the future... The questionnaire contradicts and denies the very matter it deals with: the free and creative word, and a lively instruction therein shaped to the benefit of the individual. I consider the design of the investigation to be an insult to the group of people it is aimed at and even more to those who, it is intended, will one day be instructed according to its outcome. As a picture of how our culture is handled it is terrifying... On the pseudo-facts of statistics concerning the specified goals and 'current opinions' on them,one will later build an educational technology, where the interplay between the individual pupils, the indivudual teacher and the unique literary work has no great chance to develop and survive. The study of literature in the comprehensive school of tomorrow... becomes all but what it ought to be: a lively, personal, free and full encounter with the remarkable phenomenon of the art of words." - "What I or you or the teacher or the Board of Education think is important is entirely irrelevant. It is a question of instruction and not of cramming."

Comments:

There is something common to these sometimes hard words: We will not have specified goals. Instead,we have confidence in the knowledge of the teacher and in the art of words itself. The use by one of the recipients, quoted above, of the expression "encounter with the remarkable phenomenon of the art of words" is interesting as we find that the same word is used by Eisner in the discussion about instructional objectives at the 1968 AERA Convention in Chicago (Popham et alia 1969). Eisner speaks here of "expressive objectives" as opposed to "instructional objectives": "An expressive objective does not specify the behavior the student is to acquire after having engaged in one or more learning activities. An expressive objective describes an educational encounter: It identifies a situation in which children are to work, a problem with which they are to cope, a task

in which they are to engage; but it does not specify what from that encounter, situation, problem, or task they are to learn" (15 f). And further: "I have no way of specifying the nature of the expressive objective as an outcome because I can't anticipate it... I would want a school curriculum to provide not only for those things which are of an instructionally objective nature but those things which potentially will yield something of educational value even though the precise dimensions of the outcomes cannot be specified to the level of clarity or specificity that instructional objectives ought to have." (22 f)

In our general attitude towards these things, we are more in agreement with Popham in his discussion with Eisner. Popham relates an anecdote about his own first teaching job: "I was teaching a class in American Government and I had been told, I suppose during teacher training days, that 'field experiences' were good. I thought that the idea of an encounter, that is, field experience, was a good thing. We were studying a unit on Municipal Government and I wanted to take my class on a field experience. I didn't know why really, but it did seem like a good encounter. The only thing that seemed worth studying in this little town was that they had a new municipal sewage disposal plant. So I took my class, with no clear conception of outcomes, out to the sewage disposal plant. I think what emerged from this encounter was a more diverse vocabulary to describe the primary product of sewage disposal plants, because some of my students used fairly vivid language throughout the tour. At the end of it, well, I'd taken the class on a field trip. But, in retrospect, I'd never do it again that way, because I didn't have any clear conception of what I wanted to emerge from the encounter. As a consequence, I think I selected a poor encounter. I should have felt guilty." (24 f)

A parallel in literary instruction to the visit to the sewage disposal plant could be a visit to a theatrical performance which the teacher knows nothing about. Of course we are not denying that such an encounter could yield good results. But what those who argue in favour of a goal-referenced instruction mean, is that the unexpected results of an "encounter" could be negative as well as positive. Maybe there are no results at all, or results which are not wanted. Moreover, the unexpected behaviours of a positive kind that may appear as a result of an activity at school are not hindered if one has a foreseen aim of this activity.

Some other arguments of the quoted recipients may be due to inadequate insight into the purpose of the inquiry. In this case we are willing to admit - as we have already done in 4.5 - that we should have made the introduction more exhaustive. We could then have explained that we intended not to tie instruction to the expressed opinions, but merely to find out what opinions existed and that our commission is not to write a new standard curriculum, but only to provide material for those who may have to do so. We could perhaps also have explained why "educational technology", if this means a systematic approach to instruction, could not be an obstacle to "the interplay between the individual pupils, the individual teacher and the unique literary work".

2) The questions are dependent on the opinions of the investigators

"Since I consider it unthinkable that critically reflecting people should answer the questionnaire with its leading questions, and since I have a feeling that it is meant from the start that the person asked should answer with fives to some questions and with noughts or ones to others, I am wholly abstaining from answering the questionnaire." - "I feel profoundly ill at ease at the thought of answering so obviously pre-arranged questions/statements as in Section I. I hear the comments of the investigators if I dare put a ring around the figures 4 or 5 against statements as (it is important that one) 'can list a number of book titles or authors' and some of the other propositions in this section, while I all too well can imagine the reaction to a marking of 1 or 2 against certain others... What scope is allowed here other than for echoes of the investigators' own opinions? Stronger or weaker echoes but nothing else but echoes."

Comments:

Here, too, the introduction could have gone into more detail as to the design of the project. Surely it is true that all investigations are to some extent dependent on the investigators' frame of reference. However, in this case the construction of the questionnaire was based on an extensive search for objectives of literary instruction (our goal document analysis). We are therefore of the opinion that we have in fact presented the possibilities to be approved or rejected, and not our own ideas. We further think it unfair to suppose that in asking the recipients what they think, we are prescribing what they should answer.

3) One cannot know what literary works are aimed at

"The effect of literature as well as instruction in literature is dependent on what literature is aimed at... There are authors who write correctly, and influences from them may influence the sense of linguistic correctness. There are also authors who make a point of setting established linguistic rules at defiance. What will the effect on a young reader be in such a case?... It is possible that someone who reads "Pelle Erobreren" will be influenced to feel solidarity with the working class. But someone who reads Nietzsche?" - In connection with certain goal descriptions some comments of the following type are made: "Obviously not through all literary works." - "Applies of course only to certain literature."

Comments:

This difficulty was not foreseen. Our intention was to ask if literature could be of any use at all as a means of reaching the objective in question. What literary works should be used would then be a question of choosing a suitable instructional procedure.

4) The concept of literature used is wrong

In the introduction we had defined literature as literature with an aesthetic intent (= the art of words). This definition has met with some opposition. "The tremendously important debate-literature. To be able to answer the questions, one would have wanted to know if this literature is meant to be written with 'aesthetic intent'. Sven Lindqvist, Sara Lidman, Jan Myrdal, P.O. Enqvist and others presumably write chiefly with a political intent, but are the products then not works of art?" - "I think that the concept of literature that you are using is very questionable. I have myself in some connections argued that one ought to attend to all types of literary texts in the literary instruction at school. The goal should be that the pupils read in an alert and active way, not to create boundaries between literature and non-literature... You are representing a conservative view of literature in trying to distinguish between literature and non-literature. The efforts to establish a definition of the intent of the author do not deserve to be taken seriously in scientific connections." - "Through the definition many literary works of very great interest to instruction are screened

off. The intent of a work can for example be enlightenment, in a social sense or in another way. But the effect can obviously be artistic, at the same time as it is possible to demonstrate the informative effect... The basic aesthetic attitude to the content of instruction does not seem to me to be congruous with the ethical-moral sphere of valuation that is brought up in the second section. This may of course be debatable but it is my way of responding to the questions."

Comments:

The concept of literature is a difficult problem that we have dealt with at some length in a previous report (Klingberg and Ågren 1971, 6-14). Our object was said to be "instruction in and with the help of such literature that has an aesthetic intent, is meant to belong to the art of words". Through this definition we tried to draw a line between "literature in general" and literature as art, since the project was obviously not meant to deal with all kinds of books that can be used at school (textbooks and so on). That the word "aesthetic" implies difficulties is something we are acquainted with. We dealt with this problem separately in the same report (17-20) saying, however, that the discussion of what should be understood by the science of aesthetics was left to the philosophers.

We do not think that the contrast is as sharp as it seems in the quoted comments. We have, for example, no doubt that an informative intent can be united with an aesthetic. We can here quote our previous report just referred to (19): "A work of art meant to be beautiful is an object with aesthetic intent and thus belongs to the aesthetic sphere. This sphere is not moral, as beauty is the defining factor and not ethics. But the work of art can have a moral effect and can be used in education with this purpose." We could add that the purpose can of course also be present in the author.

5) Many goals are not goals of the comprehensive school but are more remote

One recipient has commented on objective 29, "can give an account of the book's progress from the author via the publisher to the book-seller and library", that this is too difficult; on objectives 32 and 33, "keeps himself informed of what is going on in the literary world"

and "reflects upon the importance of literature to man" that this is impossible to require; and asks when confronted with objective 55, "contributes ideas that may further the knowledge of different countries and periods", if it is meant that the pupil in the comprehensive school should do such a thing. Another recipient takes up the two objectives 24 and 25, "evaluates literature on the basis of criteria laid down by others" and "evaluates literature on the basis of his own criteria", and writes: "To evaluate literature 'on the basis of criteria laid down by others' must surely imply that one is able to assimilate them? In my opinion this requires an intellectual effort that only a small part of our pupils at the 'gymnasium' (i.e. something like sixth formers or senior high school scholars) can manage. To evaluate on the basis of 'his own criteria' seems to me to be equally impossible. The pupils of the comprehensive school in general lack the frames of reference that are surely a prerequisite, if one is going to be able to maintain evaluative criteria at all worthy of that name." Objective 103, "contributes ideas that may influence religious, philosophical or political attitudes", is said to belong to the university level. Remarks of other recipients are: "Does not this demand a greater maturity?", "Too high (uncritical) a goal for this stage", "I am beginning to fear that whoever put these texts together has given way to a kind-hearted, wishful thinking", "How clever are the pupils in the comprehensive school in actual fact?"

Comments:

This problem should obviously have been dealt with in the introduction. There we were only speaking of "the objectives that should be advanced for the instruction in literature in the Comprehensive School". However, from our viewpoint the objectives of a compulsory school are the behaviours that characterize the pupils after leaving school, i.e. to a great extent behaviours of adults. The goals of the compulsory school must be advanced with this viewpoint in mind. Against the objection that the pupils in these years are not mature enough, it can be said that we should here have to do preparatory work at school. There is no goal that could be realistically set up for all members of society that cannot in some way or other be trained at school, perhaps through training behaviours that are prerequisites for the later desired behaviour.

The educational objectives contained in the questionnaire are all on a higher level of generality than the objectives for separate lessons etc (in the usage of the LIGRU Project they are said to be objectives on the second level of generality, cf Klingberg and Agren 1971, 29-38 and 4.2 above). The problem of whether the pupils are mature enough for a certain behaviour is a question of choosing the right procedure according to the developmental level of a school year or of individuals within a class. In our language this means the choice of an objective on the third level of generality.

6) The answers cannot be modified or commented on

"There is no chance of averting the stereotypy through some sort of modifications... If one wants to test complicated statements of this kind I wonder if the only honest way is not to ask for a short comment on them, one by one." - "With your mechanized, lifeless and impersonal method you request that I grade my opinions according to a 6-point scale and exclude the possibility that I do not want to agree at all with any one of the given statements, but would rather say something quite different or at least vary my opinions, make a reservation, introduce conditional clauses." - "The feeling of uneasiness is probably based to a great extent on the fact that one experiences one's position as painfully simplified. One would like to be able to comment in greater detail on almost every answer or group of answers."

Comments:

These objections are of interest as they are arguments for the open-question method of requirement analyses as opposed to questionnaires with fixed statements (cf chapter 3). When the latter method is applied there is of course no chance of modifying the answers. (With special space given it is possible to comment on the questions and answers. We have in chapter 3 regretted that we did not give this opportunity. In this connection it was stressed, however, that such special space for comments does not imply that the open-question method of requirement analysis is being introduced.)

One reason for our choosing the method with fixed statements was that the answers in this case can be expected to be freer from general declarations (cf Robinsohn, quoted in chapter 3).

7) Some of the objectives are subordinate to others

"To me much of what is registered here as goals is instead means of reaching certain goals." - "Section 1 (= instruction about and in literature) is to a great extent a prerequisite for Section 2 (= instruction with the help of literature); a basis according to Section 1 is a necessary prerequisite for certain functions exemplified in Section 2." - "This (that is objective 6, "has a positive attitude to literature") must be the most important; this is the platform, and from this platform I have judged the other objectives."

Comments:

Here we are facing a real problem. Objectives can and must, when constructing an aims´ programme, be sequenced according to content as well as according to behaviour. It can therefore be said that a certain objective does not function as an ultimate aim but only as a goal during instruction. The danger is thus that a questionnaire of this type atomizes too much.

On the other hand the objectives which we have asked about - as was said a moment ago - are meant to be behaviours that one hopes will also characterize the pupil when he leaves school. It can be said that an objective such as "can list a number of book titles and/or authors", rather than a goal in itself, may act as a means of reaching, say, the objective "has a positive attitude to literature". But knowledge of titles and authors can surely also be seen as a behaviour of the adult which one can regard as being of greater or lesser importance. We have constructed the questionnaire from this viewpoint.

8) No attention is paid to individual variation

"To one person literature is not only 'useful' or even 'extremely useful' but of decisive importance, whereas to others literature is not a useful way of developing the personality. We also know that this not only varies from person to person, but also from one stage of development to the next in an individual." - "Answer to all questions (concerning the importance of the objectives): It has to be decided from case to case with regard to the child. Answer to all questions (concerning the usefulness of literature as a means of reaching certain objectives): It depends entirely on the child." -

"From this questionnaire one easily gets the impression that children are cast or have to be cast in the same mould as regards reading." - "Cannot belong to 'instruction' as these phenomena must have their starting-point in the natural ability of the individual" (a comment given to objectives 34-37 dealing with creative literary behaviour).

Comments:

We are looking for educational objectives on the second level of generality (see above 4.2), which means that they should be goals for the comprehensive school as such. It is very important to take individual variation into consideration. However, we think this has to be brought up mainly when the objectives on the second level are broken down to the third level of generality. Here a goal description is tied to a detailed procedure comprising specific matter and teaching aids. In this connection it is possible to use different objectives and procedures for different children as well as for different school years.

9) Other difficulties that the recipients have experienced

a) Difficulties to distinguish between types of behaviour: "The expression 'gives an account of' seems to be generally used in the sense of 'rattle off' and forms a sharp contrast to 'be interested in', 'observe' etc. Since the expression in principle can imply 'understand and be able to articulate' I have throughout been in doubt as to how I should judge. In the latter case this type of question should in general attain a high mark, in the first case of course a low." - "Is it possible to draw a line between 'forms an opinion about' and 'is emotionally involved in'?" (Objectives 100 and 101.)

b) Difficulties encountered in forming an opinion about wide content areas: "It is hard to answer when religious-philosophical-political attitudes are taken in a lump."

c) Difficulties encountered in understanding that objectives are expressed in terms of behaviour: "I miss questions of the type: 'What book or books made a deep impression on you in the elementary school?" - "An essential goal of instruction in literature in the comprehensive school seems to me to be to level out the great 'class-distinction' that exists between children who have grown up in homes that are pro-literature and those from homes that are poor in this respect."

10) Anonymity

A few have called attention to the fact that each questionnaire had a number on the back but that it produced the impression of being anonymous, since the name of the recipient was not required. One letter speaks of deception.

Comments:

The number on the back was used to make it possible to send the reminder after three weeks to those who had not answered and to make Table 1 possible. We were, however, not interested in the individual answers and had therefore not asked for a signature. In this sense the questionnaire was anonymous, but we had not thought that it should be anonymous in the sense that persons holding opinions on literary instruction at school would not be able or willing to stand by what they had said. It would have been best, however, if this had been said in plain language in the introduction.